



ONTARIO
DEPARTMENT OF EDUCATION

ENGLISH

THE FOUR AND FIVE-YEAR PROGRAMMES

ALL BRANCHES, GRADE 9

New Courses of Study Replacing Curriculum I:1, 1959 for Grade 9

THE FIVE-YEAR PROGRAMME

ALL BRANCHES GRADES 10, 11, 12

*New Courses of Study Replacing Curriculum I:1, 1959 for Grade 10 and
Curriculum S4, 1959 for Grades 11 and 12*

THE FOUR-YEAR PROGRAMME

ALL BRANCHES GRADES 10, 11, 12

New Courses of Study with

Suggested options which may be introduced in either Grade 11 or Grade 12

Speech and Drama Option, Grade 11 or 12

Modern Literature Option, Grades 11 and 12

THE TWO-YEAR PROGRAMME

For Introduction in all programmes in Grade 9 in September, 1962

These courses are experimental in that they will be subject to review.

Suggestions for their improvement will be welcomed.

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ENGLISH

LITERATURE

ENGLISH

FOUR- AND FIVE-YEAR PROGRAMMES

ALL BRANCHES

Introduction

The teacher in any Branch of the programme is faced with the important task of leading his pupils to an appreciation of English literature through understanding and enjoyment. Foundations for a lasting love of literature are laid in junior grades by the teacher of insight, imagination, and deep love of reading. The pattern of the curriculum continues to allow the teacher wide choice of reading to suit his own interests and scholarship, and the pupils' interests and abilities. It lays greater stress than before on the encouragement of independent reading by the pupils through outside reading of a part of the prose selection and extensive study of this reading in class. An intensive study of the core parts of the course and extensive study of others may thus be combined to provide a course which is interesting and profitable to both teacher and pupils. The supplementary reading programme will provide for wide reading with guidance from the teacher to ensure that pupils include some of the masters of language in their choice of reading.

Although the subject of English naturally divides into a study of English literature and composition, the close relationship between the two phases must be stressed through integration and synthesis. Adequate emphasis should be given to all phases of the English programme including reading, oral reading, and speech. Reading enlarges the vocabulary and gives familiarity with good English usage.

The patterns of phrases, of clauses, and even of sentences become fixed in the mind and, almost without the reader's knowing it, serve as models for speech and writing. In a similar way the effort to make listeners or readers understand exactly what is in the mind deepens the attention one pays to the exact meaning of what is heard or read. The reading aloud of a passage is at once a test of understanding and an exercise in clear correct speech. In an age when young people are subject to the influence of mass media in communication, consistent emphasis by all teachers on the development of good speech habits in the class-room and auditorium is of utmost importance.

ENGLISH LITERATURE, GRADE 9

Suggestions to the Teacher

The lists of texts beginning on page 8 are not meant to be exhaustive. Teachers should choose books which will be interesting to the pupils in their classes and will challenge their abilities. Conferences with teachers of Grade 8 are recommended in order to provide continuity between grades, and to avoid undesirable repetition.

As mentioned in the preamble, one of the novels will receive extensive treatment, i.e., pupils will read most of the book independently at home, after the usual introduction and study of the first few chapters in class. Pupils will be given a sufficient period of time to complete their reading, and the teacher will then use the number of periods allotted for the remainder of this work, probably 5-10 periods, for a discussion of the highlights of the novel - e.g., interesting elements of plot, suspense, characterization, dialogue, language, comparisons with the novel which has been studied intensively.

In the teaching of drama every effort should be made to make the play "come alive" for the pupils. Dramatization of scenes, or parts of scenes, assists pupils to visualize the scene and the characters as living people and to understand the situation and conflict. Dramatic reading of a scene by the teacher, or by the teacher and good readers in the class, and the use of good recordings combine to make the study of drama a vital experience for the pupils. Pictures of the Elizabethan theatre and the discussion of the conditions of performance

form necessary background for a full understanding of these plays. Similar background studies will enhance the appreciation of modern plays. In Grades 9 and 10 the most satisfactory approach with the average class is a study of the play by acts. Study must not be allowed to deteriorate into mere emphasis on textual detail. "The play's the thing" and therefore attention must be given to setting and costume, the actor's expression, tone, and gesture, timing of speeches, and other dramatic effects which bring the play to life and which make the pupils see and hear and feel. Chapter 12 of "The Sense of Wonder" by Diltz contains much worth-while observation on these concepts in the teaching of drama.

The successful teaching of literature makes exceptional demands upon the teacher's perception, resourcefulness, and power to bring pupils to a vital realization of the experience of the writer. Questioning must be prepared carefully in order to lead pupils to an exact comprehension of the writer's ideas and to a personal response to the emotional and imaginative elements of his work. Accordingly, the study of biographical facts about a poet, literary "form", or figures of speech should not be overstressed. Such study is valid only when it promotes fuller understanding and appreciation of good writing.

In all teaching pupils must be encouraged to set high levels of achievement for themselves in the spoken and written use of English. The full powers of the pupils may be challenged, by the demand that they think out some exact idea, express some thought precisely, attempt something especially difficult which will stimulate abler minds to make the best contribution to the lesson. Otherwise, the lesson will

deteriorate into a dull procedure which leads to lower rather than progressively higher standards of achievement and lessens the pupils' respect for the study of English.

Attention to notebook work is another factor in the building of good work habits. Notebooks should be checked frequently, and good standards of neatness, organization, and content of answers demanded. Spot-checking of answers is a speedy and efficient method of discovering pupils' strengths and weaknesses which require individual or group emphasis.

Pupils should never be asked to memorize selections without previous study in class with emphasis on the understanding and appreciation of these selections. A minimum of 150 lines should be memorized by the pupils. Part of the memory work may be prose or dramatic presentation, and if the teacher wishes, some passages may be chosen by the pupils themselves.

An examination in English literature should test knowledge, judgment or interpretation, and appreciation. In Grades 9 and 10 greater emphasis will be on knowledge, but questions involving judgment and appreciation will be included in a well-balanced paper. Provision should be made for the inclusion of questions which require some development and allow the better pupils to show their ability. Teachers are advised to assess carefully the length of time required to enable pupils to answer all questions on a paper with sufficient thought and care in expression. A few carefully selected questions will test a pupil's knowledge and abilities far better than the paper which asks far more than pupils can handle

satisfactorily within the required time limit. The marking scheme should be carefully prepared (for the use of all teachers concerned) by the teacher who sets the paper, a discussion held with other teachers of the grade, and marks for each question typed on the question papers for the pupils' guidance. The policy of setting single papers in literature has, in general, led to higher standards of achievement by the pupils, and to the composition of better balanced papers by the teacher than is possible in short, composite papers.

Supplementary Reading

Pupils should be encouraged to include in their independent reading programmes a combination of good classics and more modern titles. While some free choice should be given, pupils require guidance each year to ensure the inclusion of books which should form a part of the reading experience of all pupils before graduation from secondary schools.

Department heads should make the number to be assigned as outside reading for the year a matter of judgment, after consultation with the supplementary reading requirements of other departments in the school. Emphasis should be given to the value of reading rather than to a minimum number of books. As a general rule, however, a minimum requirement of eight books, other than those studied in the class-room, is recommended and, in addition, pupils should be encouraged to read as widely as their capabilities and interests will allow. Not more than three of the minimum required number of books should be chosen from any one class, e.g., fiction, biography, science.

The testing of supplementary reading by means of a long written

report, or other routine method, should be discouraged since this practice defeats the aim of the good supplementary reading programme--the encouragement of wide reading which the pupil will enjoy throughout life. Oral book discussions, and short oral recommendations by pupils of books which they have enjoyed, are very effective in encouraging wider reading.

When written reports are considered necessary, they should be short personal criticisms and not mere summaries. The book review, demanding some discrimination and judgment, should be taught each year, and one assignment made in correlation with the composition and literature programme. Good book reviews in current magazines and newspapers form excellent background for discussion of both reading and writing.

COURSES OF STUDY AND SUGGESTED TEXTS

FIVE-YEAR PROGRAMME, ALL BRANCHES

English Literature, Grade 9

Study of:

A book of classical myths, such as

Swayze, Magic of Myth and Legend. Ryerson.

Cruse, A Book of Myths. Clarke Irwin.

Kingsley, Greek Heroes. Various publishers.

Classical Mythology in Song and Story. Copp Clark.

NOTE: If a book of myths has been included in the literature of Grade 8, a book of short stories may be used in Grade 9 in place of myths.

One of Shakespeare's plays (or a collection of scenes from Shakespeare's plays) or a collection of modern one-act plays, such as

McMaster, A Book of Good Plays. Copp Clark.

Junior One-Act Plays of Today. Clarke Irwin.

Eight Modern Plays (and other collections). Nelson.

Davies, Shakespeare for Young Players. Ryerson.

Langford, Shakespearian Festival. Longmans.

One of Shakespeare's comedies, such as Twelfth Night, The Merchant of Venice.

Two novels, or one novel and another prose selection, such as Bennett, Master Skylark.

Trease, Cue for Treason.

Sutcliff, Eagle of the Ninth.

Dickens, Oliver Twist.

Faulkner, Moonfleet.

* Kipling, Captains Courageous.

Monsarrat, The Cruel Sea. School edition.

* Twain, Life on the Mississippi.

* Stevenson, Kidnapped.

Doyle, Sir Nigel.

Buchan, Thirty-Nine Steps.

Doyle, The Hound of the Baskervilles.

Buchan, Prester John.

Haggard, King Solomon's Mines.

A collection of short stories, if desired, in place of a novel.

NOTE: Editions starred, and others, are available in paper-back editions.

(d) A collection of poetry (with emphasis on narrative although the study of lyrics should also be included), such as

Diltz, Word Magic. McClelland and Stewart.

Langford, Realms of Gold. Longmans.

Humble, Lyric and Longer Poems (Book 1 and .2). Macmillan.

Swayze, Magic Casements. Ryerson.

Kingston, Poems for Pleasant Study. Dent.

FOUR-YEAR PROGRAMME

ARTS AND SCIENCE BRANCH

English Literature, Grade 9

For pupils in Grade 9 who do not choose French and are proceeding to a Four-Year Programme in Arts and Science, the following course is recommended:

A study of:

- (a) A collection of short stories or a book of myths, such as
- Langford, A Book of Better Stories. Longmans.
- Willis and McGillivray, Invitation to Short Stories. Macmillan.
- Bell, Understanding and Enjoyment (Book I). Oxford.
- Swayze, Magic of Myth and Legend. Ryerson
- Cruse, A Book of Myths. Clarke Irwin
- Albion-Meek, The Great Adventurer. Macmillan.
- (b) Modern one-act plays or Scenes from Shakespeare's plays or one of Shakespeare's comedies, such as
- Junior One-Act Plays of Today. Clarke Irwin.
- Eight Modern Plays (and other collections). Nelson.
- Langford, Shakespearian Festival. Longmans.
- Davies, Shakespeare for Young Players. Ryerson.
- Shakespeare, The Merchant of Venice.
- Shakespeare, Twelfth Night.
- (c) A collection of poetry (with emphasis on the narrative although the study of lyric should also be included), such as
- Gill and Newell, Invitation to Poetry. Macmillan.
- Diltz, Word Magic. McClelland & Stewart.
- Langford, Realms of Gold. Longmans.
- Humble, Lyric and Longer Poems (Book I and II). Macmillan.

(d) A novel, such as

Bennett, Master Skylark.

Trease, Cue for Treason.

Trease, The Baron's Hostage.

Kipling, Captains Courageous.

Faulkner, Moonfleet.

Sutcliff, Eagle of the Ninth.

Other suggestions from those listed under the Business and Commerce Branch.

NOTE: 1. The teacher is advised to study "Suggestions to the Teacher" included on pages 3-7.

2. Work in developmental or remedial reading should be included, and should be correlated with the regular reading programme. See pages 14 and 17.

FOUR-YEAR PROGRAMME

BUSINESS AND COMMERCE BRANCH

English Literature, Grade 9

For pupils in Grade 9 who do not choose French and are proceeding to a Four-Year Programme in Business and Commerce the following course is recommended.

The course of study in English literature will include modern one-act plays, a collection of poetry, two novels, or a novel and a collection of short stories. (See Pages 10-11). Mythology may be added if desired. Such books as "The Great Adventurer" by Albion Meek, or "The Heroes" by Kingsley have proved successful. Texts for the study of English literature should be chosen carefully according to a well-planned sequence for the four years, and the interests, abilities and reading level of the pupils. The study of two novels, or prose fiction, is recommended, one of these to receive more extensive treatment than the other, in order to encourage pupils to read more widely, to enjoy reading, and make comparisons. Since pupils in Grade 9 enjoy short stories, in order to capture their interest at the outset, it is suggested that the reading and study of short stories be introduced at the beginning of the fall term.

A suggested list of novels, and other prose works, follows for the guidance of the teacher:

Trease, Cue for Treason.

Bennett, Master Skylark.

Dickens, Oliver Twist.

Kipling, Captains Courageous. Bantam.

Tarkington, The Magnificent Ambersons. Avon.

Tarkington, Seventeen. Bantam.

Landon, Anna and the King of Siam. Pocketbook.

Burgess, The Small Woman (Inn of the Sixth Happiness). Biography.

Benson, Meet Me in St. Louis. Bantam.

Twain, Life on the Mississippi. Bantam.

Monsarrat, The Cruel Sea. School Edition.

Hayes, The Buckskin Colonist.

Twain, Huckleberry Finn.

Roberts, Neighbours Unknown.

London, The Call of the Wild. Pocketbook.

Doyle, Sir Nigel.

Doyle, Sign of the Four.

London, The Sea Wolf. Bantam.

Stevenson, Kidnapped. Dell.

NOTE: 1. Since many of the novels are available in paper-bound books at 35¢ and 50¢, pupils may be asked to buy a second novel, unless an additional set is provided by the school. Paper-back editions have been listed for some of the books.

Lists of available paper-back editions may be procured from companies including the following:

(a) Longmans of Canada, Paperback Division, 20 Cranfield Road, Toronto 16.

(b) S. J. Reginald Saunders & Co. Ltd., 266 King Street West, (Scribners) Toronto 2B.

(c) Thomas Allen Ltd., 266 King Street West, Toronto 2B.

(d) McClelland and Stewart, 25 Hollinger Road, Toronto 16.

(e) Musson Book Co. Ltd., 103-107 Vanderhoof Avenue, Toronto 17.

(f) Avalon Books (Ryerson Press).

- (g) Bantam Books (25 West 45th Street, New York 36, N. Y.).
- (h) Dell Books (Dell Publishing Company Ltd., 750 Third Avenue, New York 17, N. Y.).
- (i) Mentor Books (New America Library of World Literature, 501 Madison Avenue, New York 22, N. Y.).
- (j) Pocketbooks (Pocketbooks of Canada, 90 Bates Road, Outremont, Quebec).

2. Texts and materials for the reading programme:

- (a) S.R.A. Reading Laboratory. Nelson.
- (b) Reading for Meaning. Longmans.

Work books for Grades 7, 8, 9 level useful. Exercises directed to improving basic skills, vocabulary building, comprehension of central thought, reading for details.

- (c) Better Reading. Book Society.

A comprehensive book containing exercises in the application of basic skills in reading for (i) main thought (ii) skimming (iii) remembering details (iv) a certain purpose.

- (d) Basic Reading Skills - for High School. Gage.

3. Teacher reference:

- (a) Bamman, Hogan and Greene, Reading Instruction in the Secondary Schools. Longmans (see appendix A and B for comprehensive reference lists).
- (b) Russell and Karp, Reading Aids Through the Grades. Bureau of Publication, Teacher's College, Columbia University).
- (c) Harris, How to Increase Reading Ability. Longmans.
- (d) Kottmeyer, Teacher's Guide for Remedial Reading. Longmans.

4. The dramatic approach to the study of the play should be continued. See suggestions made on preceding pages 3-4 of these outlines; Chapter 10 entitled, "Reading in English" in Reading Instruction in Secondary Schools (Longmans); suggestions in the re-issue and revision of Poetic Pilgrimage and Pierian Spring, Diltz, combined under a new title (available June, 1962 Clarke Irwin) Patterns of Surmise.

FOUR-YEAR PROGRAMME
SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Literature, Grade 9

For pupils in Grade 9 who do not choose French and are proceeding to a Four-Year Programme in the Science, Technology and Trades Branch, the following course is recommended. A careful choice of literature texts to suit the interests of boys taking technical courses is of prime importance in this Branch.

A study of:

- (a) A collection of short stories, or stories, excerpts, and articles, such as

Willis and McGillivray, Invitation to Short Stories. Macmillan.

Scotland, A Mirror of the Times (Book I or II). Ryerson.

Parker, Adventures and Escapes. Longmans.

Roberts, Creatures of the Wild. Longmans.

Doyle, Tales of Brigadier Gerard. Longmans.

- (b) A collection of poetry, such as

Rose and Jones, Lines of Action. Macmillan.

Gill and Newell, Invitation to Poetry. Macmillan.

Humble, Lyric and Longer Poems. Macmillan.

- (c) Modern one-act plays, such as

Bayliss, Junior One-Act Plays of Today. Clarke Irwin.

Bayliss, Plays of Adventure.

- (d) A novel, or novels, such as

Twain, Huckleberry Finn.

Doyle, Sign of the Four.

Trease, Cue for Treason.

Kipling, Captains Courageous.

Sutcliff, The Eagle of the Ninth.

London, The Call of the Wild.

Welch, Knight Crusader.

Brickhill, Reach for the Sky.

Orczy, The Scarlet Pimpernel.

Roberts, Neighbours Unknown.

Hayes, Buckskin Colonist.

Mason, The Four Feathers.

- NOTE: 1. The novel chosen for study should be one which rouses the interest of the boys by its action, suspense, and excitement. It should, however, be a book which merits a closer examination than mere cursory reading. Pupils will learn to enjoy a book for more than just the good story if they are given time and encouragement.
2. Extensive reading and study of a second novel, or other prose book, is recommended if time permits. Otherwise, extensive reading should be encouraged through the supplementary reading programme and written assignments which give pupils practice in learning to read and interpret questions, and in composing correct, appropriate answers.

The last few books suggested in the above list may be used for extensive reading and study. Other suggestions will be found in the Business and Commerce Course. The Great Adventurer Macmillan (the story of Ulysses which reads like an adventure novel) may also be used, or Tales of the Greek Heroes.

3. The poems chosen should, for the most part, be of the narrative variety, but some lyric poems carefully chosen may be included. Poems expressing a single dominant mood with immediate impact on the reader are likely to be successful with pupils of this grade.

Interesting poems, other than those appearing in any one text, should be drawn from the teacher's own collection, to supplement the text.

4. An additional set of prose books should be added to the English library as soon as possible so that the teacher has plenty of interesting reading available for the classes.

5. Regular, well-planned practice in writing answers to questions in English literature, and careful checking and correction of these answers, are essential to the development of the pupil's ability to express himself clearly.
6. At least one of the non-fiction books, or magazines, read as part of the supplementary reading programme should deal with a subject related in some way to the shop subjects on the curriculum.
7. In deciding upon the core programme in English literature, teachers should give careful thought to the number of periods available for each phase of the work and the number of selections from texts should be chosen accordingly. Both the hurried and laboured treatment should be avoided.

Reading

A course in remedial and developmental reading is recommended since improvement of reading comprehension is of prime importance in the achievement of objectives outlined for the English programme in this Branch.

Skill-building material used in a concentrated block of time at the beginning of the first term (e.g., 3 periods a week for the first month) is helpful to pupils since it enables them to see their own weaknesses and encourages them by revealing progress. After the first month, the time allotted to this work may be cut to 2 periods, or 1 period, and used at intervals throughout the year in order to maintain the advances made in September.

Other useful materials for this programme include the controlled reader, the tachistoscope, the SRA Reading Laboratory, and books, such as

Design for Good Reading. Longmans.

Reading for Meaning. Longmans.

Basic Reading Skills (Junior). Gage.

ENGLISH COMPOSITION

AND

LANGUAGE STUDY

ENGLISH COMPOSITION AND LANGUAGE STUDY, GRADE 9

Suggestions to the Teacher

This course of study continues the policy of setting up a course which provides for adequate integration of writing, grammar and vocabulary study, and which places the stress on the text-book as a tool to be used wisely by the teacher. It will be subject to some modification depending on the ability of the class. The order of the work may be varied to suit the needs of the pupils or the decision of the department head. Beginning teachers, however, will be well-advised to follow the general plan laid down for each term. Reference pages will be provided to assist teachers to use existing texts, until others are available for the teaching of the various phases of the course. At this stage in the pupil's development, the basic aim of composition is to train the pupil to think clearly and logically and to express himself clearly, correctly, and effectively. Everything that the pupil experiences provides material for thinking, and the teacher should add to the supply of raw materials. He will help the pupil to respond to the pictures which have been created in his mind through sense impressions, to reflect on ideas, and to organize his thoughts in a logical manner. In narrative and descriptive writing the teacher can stimulate and direct the imagination. In the study of exposition or argument, he can train pupils in clear thinking and logical reasoning. The choice of topics should receive careful thought since pupils cannot be expected to write or speak on topics which are not within the range of their experience,

or in which they are not interested. Topics may sometimes be suggested by the pupils.

The importance of basing the study of composition on the reading of models cannot be overemphasized. These should be chosen from a variety of sources: the literature texts; composition texts and reference books; good writing in newspapers, magazines, and other modern writing; pupils' compositions.

Three periods of a six-period allotment for English are recommended for English composition, grammar and word study. The allotment of the three periods to the varied phases of the course in English composition and grammar should be flexible, however, since a teacher will often wish to spend three consecutive periods on writing during one week, followed by a discussion of merits and weaknesses, practice in sentence improvement, and study of further models. Much of the imaginative writing in Grade 9 should be done in the classroom while the teacher moves about the room, encouraging and giving constructive criticism. Although the elimination of common errors and carelessness must be stressed with the weak or careless pupil, a word of praise will inspire him far more than carping criticism.

Although the marking of English tests, paragraphs, and compositions is onerous, only by writing and study of merits and weaknesses can the pupil improve his writing skills. Therefore, at least once a month some piece of writing should be marked by the teacher, and other writing in composition, or grammar, and literature should be written and discussed in class every week. The teacher who has too many pupils in English to make the ideal marking programme possible will give added

emphasis to the use of other techniques for the appraisal and improvement of writing: critical study of good writing with attention to organization of material, effective sentence structure, diction, and devices which add interest and vigour; a critical study of mimeographed samples from pupils' paragraphs, essays, and literature answers, with attention to both merits and weaknesses; assistance during class periods while pupils are engaged in writing, etc. The study of correct expression in short essay-type answers in literature is also an invaluable aid in guiding the pupil towards greater facility in language.

The teacher is cautioned not to frustrate himself and his pupils by attempting to correct every error in a piece of written work. He should encourage pupils to eradicate serious errors first, and should deal with finer points of language and structure in the work of more gifted pupils. Suggestions for the evaluation and grading of the written compositions of Grade 9 and 10 pupils are contained in a separate pamphlet entitled Evaluation of Grade 9 and 10 Composition.

In Grade 9 the grammar of Grade 8 should be reviewed, when necessary, through analysis and synthesis, with pupils who require remedial work. Pupils should understand that a study of grammatical structure promotes clarity and accuracy of expression, but abler pupils should not be bored by a repetition of work they know. Instead, they should be given other more challenging reading, writing, or vocabulary assignments.

If diagnostic tests are used in September to investigate problems in the pupils' grammatical ability and background, the tests should not be administered until the pupils have had time to settle down, adjust

to a new grade in high school, and recall, after a long summer holiday, some of their previous work. These tests will not be reliable, and will discourage pupils, if given too early.

From the work of Grade 8, pupils should have an understanding of the following principles of grammar and writing:

- (a) Parts of speech: the function of the noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.
- (b) The kinds of nouns: common, proper, collective, concrete, abstract; the force to be gained by the use of concrete nouns.
- (c) The use of words as different parts of speech (e.g., iron, storm, mountain, round).
- (d) The function of the pronoun: personal, demonstrative, interrogative, relative (or conjunctive), indefinite.
- (e) The study of passages which illustrate the coherence achieved by the correct use of pronouns.
- (f) Practice in writing a paragraph which achieves coherence through pronouns, and which avoids incoherence caused by the misuse of demonstrative or relative pronouns, (e.g., this and that referring to a complete statement; which referring loosely to a complete statement; a pronoun not agreeing in person and number with its antecedent).

In the following outline care has been taken to show that the teaching of grammar must be integrated with other phases of the course if it is to have any lasting effect on the growth and development of the pupils' oral and written English. The study of grammar should go

hand in hand with the study of structure. The emphasis is, therefore, on the functional approach to grammar rather than on the formal or incidental approach.

In The Teaching of Written English Dr. Gurrey sums up the philosophy of the functional approach: "We aim to give the pupil an increasing consciousness of how language works, and so help him acquire an increasing control of language. But this cannot be achieved unless the children have constant practice in handling words and in manipulating all kinds of sentence structures, making these words and sentence structures carry out the varied intentions and uses of life If grammar makes no contribution to composition, it fails in its purpose. Each grammar lesson should link with some kind of work in expression, in which the children make use of what they have learned or are given practice in word discrimination or in some writer's use of the linguistic element that they have been working on."

Texts

Until revisions or other texts are available, one of the authorized texts (Circular 14) will be used. A list of reference pages for the three existing texts approved at the Grade 9 and 10 level will be prepared and sent out to assist teachers to adapt present texts for use with topics in each term of this course.

Reference Books Grades 9 and 10

McLeod, English Practice. Copp Clark.

McMaster, Creative Composition. Longmans.

Bassett and Rutledge, Writing with a Purpose. McClelland and Stewart.

Gurrey, The Teaching of Written English. Longmans.

Gurrey, The Teaching of English Grammar. Longmans.

The Concise Oxford Dictionary. Oxford.

Soule, Dictionary of Synonyms. McClelland and Stewart.

Roget, Thesaurus of English Words and Phrases. Longmans.

Fowler, Modern English Usage. Oxford.

Treble and Vallins, An ABC of English Usage. Oxford.

Gurrey, Grammar at Work. Longmans.

McGuire, Grammar is Important. Copp Clark.

Gummow, Construction and Creation. Clarke Irwin.

Mearns, Creative Power: The Education of Youth in the Creative Arts.
Paperback McClelland and Stewart.

Ciardi, How Does a Poem Mean. Paperback Nelson.

Craig, The Junior Speech Arts, Macmillan.

Storney, The Way to Good Speech. Nelson.

Canby, Opdyke, Gillum, Applying Good English. Macmillan.

Funk and Wagnalls, Word Origins and Their Romantic Stories. Ryerson.

Word Power made Easy. Perma Book.

Evans, Dictionary of Contemporary American Usage. Random House of Canada.

Allen, Living English Structure. Longmans. (for New Canadians)

COURSES OF STUDY AND SUGGESTED TEXTS

FIVE-YEAR PROGRAMME ALL BRANCHES

English Composition and Language Study, Grade 9

FIRST TERM

1. Exploratory Written Assignment

- (a) A short composition which will reveal the pupils' strengths and weaknesses. Topics should be within their experience, e.g., My First Impression of High School, An Interesting Character I met during the Past Year, The Worst (or Best) Movie (or T.V. Programme) I have seen This Year.
- (b) Discussion of merits in these first essays and review and correction of typical sentence and grammatical errors.

2. Descriptive Writing and Narration

- (a) The study of selected pieces of descriptive writing which exemplify the use of setting as an introduction to action taking place in this setting.

The openings of many short stories will provide good examples of this type of writing. Illustrations will also be found in literature texts, supplementary reading, composition texts, newspapers, pupils' themes of the previous year, or the year book.

- (b) Emphasis on planning, especially in the introductory paragraph of setting, to give a definite impression of place and circumstances in preparation for the action to follow.
- (c) A study of the following qualities of good description and narrative writing:
 - (i) unity achieved through creating the dominant impression in a paragraph of setting followed by action in harmony with the mood of the setting
 - (ii) unity and coherence through establishing a definite point of view. (Who is viewing the scene? What is his mood? Is the point of view to be fixed or moving?)
 - (iii) unity and coherence through careful selection and orderly arrangement of detail
 - (iv) emphasis achieved by arresting topic sentence, apt choice

of pictorial diction, variety of sentence structure, and strong concluding sentence.

- (v) economy through the elimination of all descriptive detail which does not contribute to the desired dominant impression or mood of narrator.
- (d) Practice in writing after planning and study.
- (e) Revision of first drafts with attention to the above principles.
- (f) Improvement of writing marked by teacher, or assessed by group methods in class, through oral discussion and written correction or improvement.
- (g) Further practice in writing to create different moods or impressions with emphasis on the power of words to evoke picture and create mood.

- NOTE:
1. To provide for good continuity from Grade 8 to Grade 9 the writing is not limited to single paragraphs in this outline, although the study of the structure and development of different types of paragraph is emphasized.
 2. In addition to authorized texts The Teaching of Written English by Gurrey (Longmans) and Construction and Creation by Gummow (Clarke Irwin) will be found helpful.
 3. In composition classes, the emphasis is on narration and description in the fall term, but in either composition or literature periods it is also important to give training and practice in developing answers in literature. (The importance of the good topic sentence to introduce the answer, unity, the need for an adequate selection of detail, good conclusion.) Pupils should be reminded of the similar need for good development in paragraph answers in subjects like history and geography.
 4. Since classroom answers will play the most important part in the development of good oral English expression throughout the year, it is important to expect and insist upon clear, correct answers, expressed in complete sentences for the most part.
 5. A study of punctuation and paragraphing in dialogue should precede the writing of dialogue in assignments. Most of the other work in punctuation will be reviewed or studied in connection with writing or other language assignments. The uses of the period, question mark, exclamation mark, and simple quotation marks should need no review apart from emphasis with certain careless pupils. Pupils in Grade 9 should learn to handle the main uses of the comma carefully

and effectively, and to use the semicolon with compound sentences. Other uses of the semicolon will not be stressed until Grade 10. Non-restrictive and restrictive clauses may be studied later in the year, and further in Grade 10.

3. Unity and Variety in Sentence Structure

(The study of effective sentences growing out of the need of the pupils as revealed in writing assignments).

(a) Unity recognition of the complete sentence, as opposed to half-sentences and run-on sentences

(b) Variety improvement through

- (i) combining of simple sentences into complex and compound sentences for more effective structure.
- (ii) avoidance of over-worked "and" and "so" as conjunctions.
- (iii) accurate use of subordinate conjunctions; correct subordination of thoughts. (Examples from pupils' compositions for board study and discussion, with supplementary work from texts as required.)

4. Word Study and Use of the Dictionary

Pupils should become aware of the need for a rich vocabulary if they are to write with clarity, accuracy and vigour. Thus, word study should be constantly related to an appreciation of models, including selections from literature texts, and the pupils' own writing.

The year's course will include a study of correct pronunciation, syllabication, and spelling, precision in usage, word families, synonyms, homonyms, antonyms, derivations, expansion of vocabulary, words frequently confused, e.g., accept, except; affect, effect; adverse, averse. (These should be dealt with as mistakes occur in written and spoken work.)

- NOTE:
1. Pupils should be encouraged by every possible means to build a good vocabulary. Correlation with the study of other languages is important.
 2. During each term the teacher will include a part of the study outlined above in the time allotted for composition and language study and will link this phase of the work with the study of grammar, writing, and literature. Pupils should be encouraged to build lists of new words in addition to those learned in class.
 3. Unless sets of dictionaries are available in the classroom, the pupils should carry his dictionary to all

English classes and be encouraged to consult it frequently. Work with the dictionary should begin early in the term so that pupils will learn to consult a dictionary as a matter of habit. A large classroom dictionary and thesaurus should also be standard equipment in each English classroom.

4. Constant attention should be given to care in spelling, and to the use of the dictionary at home, as well as at school, to help avoid spelling errors.

Short spelling tests should be given once a week during the fall term with frequent repetition of common errors, and review of the meanings and correct use of certain troublesome pairs of words, such as lose, loose; through, threw; to, too. Pupils should be trained to keep a list of misspelled words from composition and literature assignments or tests in a separate section of the respective notebooks.

Reference Books

Mearnes, Creative Power: The Education of Youth in the Creative Arts. Paperback Nelson.

Lewis, C. Day, Poetry for You. Copp Clark.

Collections of Short Stories.

Gurrey, The Teaching of Written English (Chapter 18, "The Increase and Sharpening of Vocabulary"). Longmans.

Funk and Wagnalls, Word Origins and Their Romantic Stories. Ryerson.

Word Power made Easy. Perma Book.

Sambrook, The English Language. Paperback Longmans.

Potter, Our Language. Pelican Penguin.

Jespersen, Growth and Structure of the English Language. Paperback
Doubleday Anchor.

Ciardi, How does a Poem Mean (Chapter 4). Paperback Nelson.

Paton, Common Words. Nelson.

Hardwicke, Words are Important. (Revised Edition). Book Society.

5. Imaginative Writing

(Part of this topic may be co-ordinated with the study of literature)

- (a) The writing of poetry (ballad or other simple forms).
- (b) The re-writing of the climax of a short story to make its outcome different.
- (c) The writing of conclusions to a short story, novel, or play which appears to end abruptly, such as The Lady or the Tiger by Stockton.
- (d) Reading and discussion of the writing.

6. Effective Sentence Patterns

The study of accuracy, variety, and maturity in sentence structure will be based on well-written prose passages from literature texts, good magazine and newspaper articles, or pupils' writing.

- (a) Recognition of variety and maturity of style to be gained through the use of complex and compound sentences.
- (b) Practice in writing a variety of sentences according to structure (simple, complex, compound, compound-complex) and function (assertive, interrogative, imperative, exclamatory).
- (c) Review when necessary of the function of co-ordinate and subordinate conjunctions, the distinction between principal and subordinate clauses, and the kinds of subordinate clauses (adverb, adjective, noun) which add interest and variety to English expression.
- (d) Comparisons between effective and less effective structure in the pupils' own composition, or in other selections from books, and from news or magazine articles.

SECOND TERM (January, February, March)

1. Continued Attention to the Principles of Good Sentence Structure

- (a) The reading and study of model passages and pupils' recent compositions with emphasis on the importance of variety in diction and structure.
- (b) Revision of writing with special attention to precision and variety in diction and sentence construction.

NOTE: 1. In revision the two major errors in sentence structure, half-sentences and run-on sentences, should be stressed.

- 2. Further attention should be given to the avoidance of an excessive use of "and" and "so", and other errors in the pupils' written or spoken English, e.g., incorrect reference of pronouns, lack of unity, improper placing of modifiers, incorrect shifts in tense, incorrect subordination of thought, and use of the apostrophe.

2. Further Narrative and Descriptive Writing

- (a) The reading and study of narrative and descriptive writing which employs effective diction and imaginative figures of speech.
- (b) The planning and writing of narratives and descriptive narratives, after the reading and study of techniques used by writers in such stories as, Leiningen Versus the Ants by Stephenson; The Monkey's Paw by Jacobs; Stories to Remember and other collections of short stories (Copp Clark); The Red Dog by Maier; Short Stories for Young People (Dent); or in the novels studied in Grade 9. For variety some pupils may enjoy writing a prose version of an old ballad in a modern setting, or writing a modern myth or legend.
- (c) Revision of compositions with attention to the principles of unity, coherence (including linking and transition words), variety and emphasis (see Topic 2, First Term), and to effective diction and imaginative comparisons or other appropriate figures of speech.

3. The Writing of Short Informal Letters

Emphasis on personal motivation, e.g., social correspondence, notes of thanks, congratulations, replies to invitations.

4. Oral Work

- (a) Emphasis on the value of good speech in every-day life and the importance of building good speech habits during the years at high school. Every lesson should give pupils good practice in oral expression: oral answers, reading aloud, critical discussions of writing assignments, comments on T.V. programmes, current events. The teacher should insist, from month to month and year to year, upon increasingly well developed answers in all English classes. When necessary, examples of careless enunciation should receive special emphasis.
- (b) A variety of oral work, including book reports, short prepared oral compositions on topics of interest to the pupil, reports on interviews or visits, announcements, and discussions, reading a part in a play.

The resourceful teacher will vary the oral programme, will not require the same type of oral activity from all pupils, and will encourage free, friendly discussion, emphasizing good speech as one of the prime requisites of effective communication and vocational success.

References:

Craig, The Junior Speech Arts. Macmillan.

Storney, The Way to Good Speech. Nelson.

Canby, Opdyke, Gillum, Applying Good English (Chapter 3).
Macmillan.

5. Critical Writing

- (a) Reading and discussion of interesting reviews, suitable for Grade 9 pupils, from books, magazines, and newspapers.
- (b) Practice in organizing and writing a book review of three or more paragraphs of a book read for supplementary reading.
- (c) Reading and discussion of reviews.

6. The Verb.

- (a) A study of narrative or descriptive passages illustrating the vigour, life, and interest which the well-chosen verb brings to writing.
- (b) The writing of a story or description to achieve the above effects.
- (c) A study of the use of transitive, intransitive, and copula verbs in the pupil's own writing.
- (d) Attention to
 - (i) the principal parts of common irregular verbs
 - (ii) the agreement of verb and subject, including agreement with compound subjects and collective nouns.
 - (iii) verbs frequently misused: rise, raise; sit, set; lie, lay; borrow, lend; bring, take; teach, learn
 - (iv) basic uses of shall and will
 - (v) avoidance of the double negative in speech and writing
 - (vi) recognition and use of the infinitive form: to eat, to see, to be. (A more complete study of verbals in Grade 10. If the misuse of the participle occurs in the pupil's written work, the teacher can explain the illogical relationship.
- (e) Verb tenses (active voice)
 - (i) purpose (to indicate time relationships)
 - (ii) recognition and practice in using the following tenses

in the active voice: simple present, present progressive, present emphatic; simple past, past progressive, past emphatic; present perfect, past perfect; simple future, future progressive, future progressive, future perfect.

- (iii) practice in relating an incident with attention to clear tense sequence.

NOTE: During the winter term in the writing and revision of composition attention should be given to

- (a) the uses of the comma most commonly overlooked by the pupils at this time
- (b) the use of the semicolon to avoid comma-splice (other uses may be mentioned as the occasion arises)
- (c) practice in punctuating and paragraphing dialogue (related to narratives read and written)
- (d) correct formation and use of the possessive case of nouns and pronouns (e.g., its, it's; omission of the apostrophe with possessive pronouns)
- (e) correct use of the nominative case: as subject of verb, subjective completion of verb, nominative of address, nominative in apposition
- (f) correct use of objective case: as direct object of a verb, indirect object of a verb, object of a preposition, objective in apposition
- (g) the building of a larger and richer vocabulary.

SPRING TERM (April, May, June)

1. Exposition

- (i) the study of the expository paragraph with attention to an orderly development of a topic sentence
- (ii) the writing of expository paragraphs on such topics as: The vocation I should like to follow; Why I am glad to live in the suburbs or on a farm or in the heart of a city, etc.
- (iii) in revision attention to trouble spots in sentence structure, grammar, spelling, punctuation, and vocabulary as revealed in pupils' writing.

2. Narrative and Descriptive Writing

Practice in writing and revising a composition of several paragraphs involving dialogue and description.

3. The Business Letter

- (a) The study of simple business letters of order and request.
- (b) The writing of simple business letters with emphasis on courteous tone and correct form.

FOUR-YEAR PROGRAMME

ARTS AND SCIENCE BRANCH

English Composition and Language Study, Grade 9

Emphasis should be placed on precision, clarity, and accuracy in both oral and written expression. Particular stress on exactness and clarity in all class-room answers and discussion is very important. Each day's work should provide many opportunities for practice in careful speaking; all class-room answers, short reports prepared in relation to some topic in literature, (including historical backgrounds of stories and novels); reading related to a unit of literature; informal book talks or reports; making announcements to a class; report and discussion of a T.V. programme, or news event; other more formal oral assignments. The teacher should foster a critical and sceptical attitude towards radio and television programmes.

Stress on the improvement of reading and comprehension will be correlated with topics in both literature and composition. Remedial reading should be a part of the course for pupils whose reading levels are not satisfactory.

The over-academic or formal approach to grammar and diction must

give way to a more meaningful and imaginative approach, if it is to be of real value. Especially in the lower grades the formal elements of composition must be shown to be of practical value. Application of class-room study to the pupils' practical needs is essential. Emphasis should be placed on encouragement rather than on adverse criticism.

Pupils should acquire facility in handling as much business correspondence as they will need to take care of their own personal affairs and, beyond that, the simpler needs of most jobs: ordering, paying, requesting payment, making business adjustments, etc. Some practice in simple business letters of this type should therefore be given pupils in Grades 9 and 10.

Teachers will find the course in Composition for Grade 9 on pages 18-32. The above points of emphasis should be incorporated into these courses as modifications are made to suit the pupils' needs in this Branch.

FOUR-YEAR PROGRAMME

BUSINESS AND COMMERCE BRANCH

English Composition and Language Study, Grade 9

For those classes not choosing French in Grade 9, and proceeding to the Four-Year Programme, the Grade 9 course on pages 18-32, with necessary modifications, will be followed. Suggestions for the treatment of grammar, composition, and literature should be studied carefully. In addition to the courses outlined in English literature and composition for Grade 9, a programme of remedial and developmental

reading is recommended for this group.

The importance of good oral communication, as outlined in the preface, should be stressed in all classes of the Business and Commerce Branch. Spelling and word study should receive a definite place in the organization of the Grade 9 English programme. In addition to any text which may be used, word lists should be built up from the study of literature texts, oral discussions, and common errors made in composition or other assignments. Pupils should keep their own lists of misspelled words in a separate section of their notebooks.

FOUR-YEAR PROGRAMME

SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Composition and Language Study, Grade 9

Teachers are referred to pages 18-23 of the Grade 9 Course of Study in English Composition for the basic objectives and recommendations for this phase of the work in English.

Writing practice suggested for technical students in Grade 9 combines narration and description, simple paragraphs of exposition e.g., an explanation of processes allied to their shop interests, and paragraph answers on topics or questions related to their study of English literature. A brief study of the business letter of order and request is included in the spring term.

The course should include the following topics:

1. Exploratory Written Assignment

(a) A short composition which will reveal the pupils' strengths

and weaknesses. Topics should be within their experience, e.g., My First Impression of School, An Interesting Character I met During the Past Year, The Worst (or Best) Movie (or T.V. Programme) I have seen this year.

- (b) Discussion of merits in these first essays and review and correction of typical main sentence and grammatical errors. (See topic 6).

2. Narration and Description

- (a) The study of selected pieces of narrative and descriptive writing which exemplify the use of setting as an introduction to action taking place in this setting.

The openings of short stories studied during the fall term will provide good examples of this type of writing. Illustrations will also be found in literature texts, supplementary reading, composition texts, newspapers, pupils' themes of the previous year, or the year book.

- (b) Emphasis on planning, especially in the introductory paragraph of setting, to give a definite impression of place and circumstances in preparation for the action to follow.

- (c) A study of the following qualities of good writing:

- (i) unity achieved through creating the dominant impression in a paragraph of setting followed by action in harmony with the mood of the setting
- (ii) unity and coherence through establishing a definite point of view. (Who is viewing the scene? What is his mood? Is the point of view to be fixed or moving?)
- (iii) unity and coherence through careful selection and orderly arrangement of detail
- (iv) emphasis achieved by arresting topic sentence, apt choice of pictorial diction, variety of sentence structure, and strong concluding sentence
- (v) economy through the elimination of all descriptive detail which does not contribute to the desired dominant impression or mood of narrator.

- (d) Practice in writing after planning and study.

- (e) Revision of first drafts with attention to the above principles.

- (f) Improvement of writing marked by teacher, through oral discussion and written correction or improvement.

(g) Further practice.

- NOTE: 1. To provide for good continuity from Grade 8 to Grade 9 the writing is not limited to single paragraphs of narrative. Many single paragraphs will be assigned, however, to stress the essentials of the good paragraph: a good topic sentence; unity and coherence in the sentences which develop the topic; good concluding sentence which stresses or sums up the main idea; mechanics. Technical terms should be simplified or avoided altogether if pupils have difficulty with them.
2. In addition to authorized texts the teacher will find the following helpful: The Teaching of Written English by Gurrey (Longmans) and Construction and Creation by Gummow (Clarke Irwin).
3. In both composition and literature periods it is also important to give training and practice in developing answers in literature, e.g., the importance of the good topic sentence to introduce the answer, unity, the need for an adequate selection of detail, good conclusion. Pupils should be reminded of the similar need for good development in paragraph answers in subjects like history and geography.
4. Since class-room answers will play the most important part in the development of good oral English expression throughout the year, it is important to expect and insist upon clear, correct answers, expressed in complete sentences for the most part.
3. The study of correct and effective sentences growing out of the pupils' needs as revealed in writing assignments.
- (a) Recognition of the sentence as a complete thought, as opposed to the phrase, half sentence, and run-on sentence.
- (b) Variety improvement through
- (i) combining of simple sentences into complex and compound sentences for more effective structure
- (ii) avoidance of the over-worked "and" and "so" as conjunctions.
- (iii) accurate use of subordinate conjunctions; correct subordination of thoughts. (Examples from pupils' compositions for board study and discussion, with supplementary work from texts as required).

NOTE: When pupils are asked to analyze simple, complex, and compound sentences, the reason for such study

should be explained to them, and emphasis should be on structure, i.e., that a sentence is built of many parts like a building or an engine. This work will be largely a review of elementary school work which pupils have not understood well, and should not be hurried.

The next step is of greater importance, i.e., the composition by the pupils of sentences of their own based on models analyzed.

. Punctuation

Pupils should learn to be accurate in the use of the period, the important uses of the comma as an aid to clarity, emphasis, and meaning, and quotation marks in direct narration.

The review in punctuation, and emphasis on accuracy, should grow out of writing assignments during each term.

. Simple Paragraphs of Exposition

- (a) The writing of the expository paragraph with attention to the orderly development of the topic sentence.
- (b) Topics chosen should be related to their shop interests. Shop teachers can provide useful information here for both written and oral work.
- (c) In revision, attention to unity, precision in diction and usage, and typical trouble spots in sentence structure, grammar, punctuation and spelling.

. Language Usage

The academic and formal approach to grammar and diction must give way to a more meaningful and practical approach if the lessons are to be of real value to the pupils. Formal elements of composition must be shown to be of practical value if they are to have a lasting effect on the growth and development of the pupils' oral and written expression.

Illustrations and examples for study should be constantly drawn from the pupils' own usage, or situations within their experience.

When the function of parts of speech is reviewed, lessons should be linked with some kind of work in expression (i.e., pupils make use of what they have learned by composing correct sentences of their own). The study of grammar must make a contribution to the development of improved oral and written expression or it fails in its purpose.

The review needed by the pupils will be evident from their oral and written work, and will probably include the following topics:

- (a)
 - (i) the principal parts of common irregular verbs
 - (ii) the agreement of verb and subject, including agreement with compound subjects and collective nouns
 - (iii) verbs frequently misused, such as teach, learn; borrow, lend; bring, take; lie, lay
 - (iv) avoidance of the double negative
 - (v) the purpose of verb tenses (active voice) to indicate time relationships
 - (vi) recognition and practice in using tenses in the active voice (one or two tenses at a time with emphasis on the use of the tenses in complete sentences)
 - (vii) practice in relating an incident with attention to clear sequence.
- (b) The function and use of parts of speech, such as
 - (i) the correct use of pronouns: nominative, objective, and possessive case
 - (ii) the use of words as different parts of speech
 - (iii) the correct and exact use of prepositions (between, among; off, of; in, into)
 - (iv) the use of adjectives and adverbs for picture-making effects in sentences and paragraphs
 - (v) correct use of comparative and superlative forms of the adjective and adverb
 - (vi) the use of the co-ordinate conjunction in joining words, phrases, and clauses.
- (c)
 - (i) correct use of the nominative case: as subject of a verb, subjective completion of a verb, nominative of address
 - (ii) correct use of objective case: as direct object of a verb, indirect object of a verb, object of a preposition.
 - (iii) correct formation and use of the possessive case of nouns and pronouns.

7. Word Study

Pupils should become aware of the need for a good vocabulary if they are to write with clarity and accuracy. They should not be required to do too much in too short a time. Word study should be constantly related to their study of models, literature texts, and the pupils' own writing. Therefore, the best course in word study for Grade 9 will be compiled by the teachers of each school to suit the needs and abilities of its pupils.

The year's course will include a study of correct pronunciation, spelling, and meanings, the use of the dictionary, synonyms, homonyms, and antonyms, expansion of vocabulary, and words frequently confused, e.g., lend, borrow; accept, except; loose, lose; to, too; affect, effect. Mistakes should be dealt with as they occur in written assignments in English literature and composition.

If sets of dictionaries are not available in the class-room, the pupil should carry his dictionary to all English classes and should be encouraged to use it frequently. Work with the dictionary should begin early in the term so that pupils will learn how to use a dictionary, and to consult it as a matter of habit. A large class-room dictionary and thesaurus should also be standard equipment in each English class-room.

Short spelling tests should be given once a week with frequent repetition of common errors, and review of the meanings and correct use of troublesome words as they occur in their oral and written English.

Pupils should be trained to keep a list of misspelled words from composition and literature assignments or tests in a separate section of the respective notebooks.

8. The Business Letter

Simple business letters of order and request, or others suggested by the pupils themselves arising from their present needs.

9. Oral Work

- (a) Emphasis on the value of good speech in everyday life and the importance of building good speech habits during the years at high school. Every lesson should give pupils good practice in oral expression: oral answers, reading aloud in literature and composition classes, discussions of writing assignments, comments on T.V. programmes, current events. The teacher should insist, from month to month and year to year, upon increasingly well-developed answers in all English classes. When necessary, examples of careless enunciation should receive special emphasis.

- (b) A variety of oral work, including book reports, short prepared oral compositions on topics of interest to the pupil, reports on interviews or visits, announcements, and discussions, reading a part in a play.

The resourceful teacher will vary the oral programme, will not require the same type of oral activity from all pupils, and will encourage free, friendly discussion, emphasizing good speech as one of the prime requisites of effective communication and vocational success.

References:

Craig, The Junior Speech Arts. Macmillan.

Storney, The Way to Good Speech. Nelson.

Canby, Opdyke, Gillum, Applying Good English (Chapter 3).
Macmillan.

10. Short Narrative and Descriptive Essays of Two-Three Paragraphs

- (a) Further reading and study of the descriptive narrative which employs effective diction and figures of speech.
- (b) Planning and writing after a study of the techniques employed by writers of stories, such as Leiningen Versus the Ants by Stephenson, The Red Dog by Maier, or others in the book of short stories on the literature course.
- (c) Revision of compositions with attention to the principles of unity and coherence (including linking and transition words), variety of sentence structure, effective diction and appropriate comparisons or other figures of speech. Terminology should not be stressed.

F I V E - Y E A R

P R O G R A M M E

GRADES 10, 11 AND 12

FIVE-YEAR PROGRAMME, ALL BRANCHES

Suggestions to the Teacher

The course in English literature will be organized to provide continuity and sequential development over the five years of study. In the field of the novel, for example, a well-balanced five-year programme of study will include a choice of novels which embrace various types, such as historical (different historical backgrounds), novels of ideas and manners, or those built around social and psychological themes. Comparison gives perspective and enlarges horizons. Grades 10 or 11 are considered ideal levels by most teachers for the introduction of a Dickens novel. A careful selection of literature texts for each unit of study will provide for the pupil's cultural growth and development at this level and will bridge the gap between the junior and senior grade levels.

This course makes provision for the building of a programme to provide for more intensive study of core parts of a course and extensive reading and study of others. One method for the extensive treatment of the novel or other prose selections is outlined in the suggestions on page 3.

Some of the novels mentioned in the above list are very light and are not, therefore, intended for intensive study. If one of the lighter novels is chosen for class study, it should be combined with another.

The course, as outlined here, is to be regarded as the minimum course of study for pupils in the five-year programme. Teachers may

add any further enrichments they wish in order to build a satisfying, interesting, and challenging course of study at this level. Good pupils respond well to individual reading assignments and research. They often develop unexpected powers of initiative when given individual responsibilities, and experience, perhaps for the first time, an unexpected satisfaction in the knowledge that they can achieve something worth-while with a minimum of teacher supervision.

The building of a library of selected recordings, and other aids, is also recommended for all schools. Although the teacher's own scholarship, enthusiasm, and approach to the lesson are of prime importance, audio-visual aids are a powerful ally.

For further reference to the teaching of Grade 9 and 10 English, or to examination procedures, see the preamble and the suggestions on pages 3 - 7.

Inexpensive school or paperback editions of the novels or other prose books may be chosen so that the cost of texts is not exorbitant; and sets of books may be added to school shelves in order to strengthen courses of study.

Catalogues of paperback publications may be obtained from several Canadian sources including the following:

Longmans of Canada, Paperback Division, 20 Cranfield Road,
Toronto 16.
S. J. Reginald Saunders and Company Ltd., 266 King Street West,
(Scribners) Toronto 2B.
McClelland and Stewart Ltd., 25 Hollinger Road, Toronto 16.
Musson Book Company Ltd., 103-107 Vanderhoof Avenue,
Toronto 17.
Avalon Books, Ryerson Press.
Bantam Books, 25 West 45th Street, New York 36, N. Y.

Dell Books, Dell Publishing Company Ltd., 750 Third Avenue
New York 17, N. Y.

Mentor Books, New American Library of World Literature,
501 Madison Avenue, New York 22, N. Y.

Pocketbooks, Pocketbooks of Canada, 90 Bates Road, Outremont,
Quebec.

For reference books, see page 27.

A minimum of 150 lines should be memorized by the pupils. Part of the memory work may be prose, or dramatic presentation, and if the teacher wishes, some passages may be chosen by the pupils themselves.

The importance of the supplementary reading programme as an inherent part of a good English programme has been outlined on pages 6-7 following the Grade 9 Course of Study in English Literature. Recommendations made here apply to each grade.

COURSES OF STUDY AND SUGGESTED TEXTS

FIVE-YEAR PROGRAMME

English Literature, Grade 10

1. A study of

(a) A collection of short stories, or prose selections, such as

McMaster, Stories to Remember. Copp Clark.

O'Donohue and MacIntosh, A Harvest of Short Stories. Longmans.

McNally, A Book of Good Stories. Macmillan.

McGillivray and Willis, Invitation to Short Stories. Macmillan.

Colbert, Short Stories for Young People. Dent.

Swayze, Short Story Magic. Ryerson.

Huffman, Fifteen Stories. McClelland and Stewart.

- (b) A collection of shorter poems, such as
Diltz, Word Magic. McClelland and Stewart.
Langford, Realms of Gold. Copp Clark.
Humble, Lyrics and Longer Poems (Book 2 or 3). Macmillan.
Swayze, Magic Casements. Ryerson.
Kingston, Poems for Pleasant Study. Dent.
Parker, Fresh Fields. Longmans.
- (c) One of Shakespeare's plays, such as The Merchant of Venice,
Julius Caesar, As You Like It. (Plays from the Grade 11
and 12 lists should be chosen for Grade 10 classes only after
a careful consideration of their suitability for a particular
class.)
- (d) Two novels, or one novel and selections from a collection of
one-act plays, or one novel and one other volume of prose
(e.g., biography, travel), such as
Dickens, Great Expectations.
Doyle, The White Company.
Faulkner, Moonfleet.
Collins, The Moonstone.
Buchan, Greenmantle.
Monsarrat, The Cruel Sea (school edition).
Quiller-Couch, The Splendid Spur.
Curwood, The Plains of Abraham.
Graham and Lipscomb, George Washington Carver.
Twain, Huckleberry Finn.
Eliot, Silas Marner.

Hayes, Treason at York.

Rawlings, The Yearling.

Hayes, The Land Divided.

Kipling, Captains Courageous.

Household, Rogue Male.

Sullivan, The Caribou Road.

Morton, In Search of England.

Shute, Pied Piper.

FIVE-YEAR PROGRAMME

English Composition and Language Study, Grade 10

In this grade, pupils should be given more mature writing assignments than in previous grades and higher standards in the quality of the writing should be demanded. Interesting methods of sentence and paragraph development, smooth transitions between paragraphs of a longer essay, and more mature expositions based on the short story, play or novel, should be part of the course in composition.

The teacher's first task is to foster in the pupil a wish to express himself capably in language. The pupil must be so interested in the power of words to help him re-create his observations, emotions and thoughts, that he finds an examination of his experiences worth-while, and the communication of them enjoyable. He must realize that language is the tool of thought and that thinking and expression are only as accurate as the language employed in both processes. Finally, he must be convinced that putting genuine feeling and thought into clear words is an essential accomplishment of civilized man.

For an adequate assessment and encouragement of the increasing good quality of the pupils' writing, the teacher should mark a minimum of one composition per pupil per month, and each class should be asked to appraise another writing assignment each month. In addition, the daily writing related to each topic on the composition and grammar course, and certain phases of the literature course, will ensure a comprehensive writing programme. The teaching of composition should be positive and creative rather than negative and hypercritical. Criticism by both teachers and pupils must be constructive, leading to progressive improvement of thought and expression. Further suggestions for the treatment of grammar and written work are printed more fully in the Grade 9 outline and should be studied carefully by all teachers. The Evaluation of Grade 9 and 10 Composition (assistance in grading and marking procedures), prepared by the Consultative Committee in English, may be obtained from the Departmental English inspector.

Until revisions, or other texts are available, one of the authorized texts (Circular 14) will be used. A list of reference pages to assist teachers to adapt present texts for use with topics in each term of this course will be prepared and sent out separately.

The following course is arranged according to terms for the assistance of the teacher. With some classes the amount of work suggested may be a little too ambitious, but for the average class the teacher should be able to include in the work of each term the topics suggested.

FIRST TERM

1. Exploratory Composition

- (a) A composition to reveal each pupil's strengths and weaknesses, i.e., a narrative, preferably based on his own experience, or exposition setting forth his convictions on some subject important to him.
- (b) A discussion of the best of these compositions to bring out the qualities in them worth emulating.
- (c) An analysis of some of the common weaknesses to be avoided (common errors in grammar, structure, spelling and usage).
- (d) Revision of the composition, improving its style and correcting any errors.

NOTE: If diagnostic tests are used in September to investigate problems in the pupils' grammatical ability and background, the tests should not be administered until the pupils have had time to settle down, adjust to a new grade in high school, and recall after a long summer holiday, some of their previous work. These tests will not be reliable, and will discourage pupils, if given too early.

2. Oral Work.

NOTE: Class-room answers will play the most important part in developing good English expression throughout the year. Therefore, the teacher should insist on increasingly well-developed answers in all English classes, and on clear, correct expression. The teacher should be the pupil's model of careful enunciation and precise English.

Only some of the oral work suggested in the following list will be done in the fall, the remainder being distributed through the second and third terms:

- (a) Oral reviews of books read outside the class-room.
- (b) Panel discussions on some topic of current interest, such as perhaps a movie, a stage play, or a television show, but if possible a production that the whole class has seen.
- (c) Debates.
- (d) Making announcements.
- (e) Introducing and thanking speakers.

- (f) A short talk on some subject of special interest to the speaker.

3. Narration and Description

The writing of narration and description in Grade 10 will be a further development of similar work in Grade 9. This writing will be most successful if it is correlated with some of the short stories being studied in literature. Thus, the composition classes in narration and description should alternate with some of the first term lessons on the short story. Pupils tend to study an author's techniques with more awareness if they are trying for some of the effects that he is able to achieve. A full short story would be too ambitious at this point, but the pupils can attempt some of the following assignments, after studying appropriate model passages in the short stories.

- (a) Description of setting, striving for unity of impression and coherence of development.
- (b) Narration of an incident, emphasizing action and mood of excitement.
- (c) A passage of interesting dialogue which strives to achieve a definite effect, i.e., humour, characterization, or suspense.
- (d) Characterization achieved through description of the subject's appearance and actions.

4. Functions of Clauses

- (a) An analysis of clausal relationships in complex, compound-complex sentences, and practice in organizing thought by composing such sentences. Emphasis should be on the power of subordinate clauses to qualify the meaning of the main clause to which they are related. This influence is most clearly demonstrated in the context of a developed paragraph. Thus, the pupils should undertake some study of clausal relationships in continuous passages of prose, and not merely in isolated sentences.
- (b) Analysis and composing of sentences which use the structural techniques of periodic structure, balance and parallelism. Pupils need to understand why skilful writers use these structures, and when they are used to best effect. After studying passages which illustrate the purposes of periodic structure, balance and parallelism, the pupils are ready to try using these structures in sentences of their own.

5. Word Study

- (a) Practice in using the dictionary

- (i) to enlarge the vocabulary as an aid to more interesting writing
- (ii) to refine the vocabulary as an aid to more precise writing, e.g., understanding differences of meaning between synonyms, knowing why one word among several possible choices is the best word for a certain purpose.

NOTE: Review of Grammar of Grades 8 and 9

This review should be restricted to those pupils whose written compositions show that they need it. Other pupils should continue with further assignments in reading and writing.

SECOND TERM

1. Exposition

- (a) Development of the key thought in expository paragraphs by different methods, such as
 - (i) a contrast
 - (ii) a comparison
 - (iii) examples and illustrations
 - (iv) a logical sequence
 - (v) some combination of the preceding methods.
- (b) Revision and correction of each assignment, with special attention to ways of achieving emphasis in sentence and paragraph structure, and to the use of linking words (pronouns, conjunctions and other connectives) in achieving coherence.

2. Verbs

The study of verbs as a means to more vigorous, correct and concise writing, including the following aspects:

- (a) The principal parts of different irregular verbs.
- (b) Verb tenses and correct tense sequence.
- (c) The active and passive voice, with stress on the appropriate use of each.
- (d) Mood, noting such idiomatic survivals as if I were you.
- (e) Agreement of subject and verb.
- (f) Choice of verbs, noting how this choice influences style.

3. Punctuation

Study of the uses of the comma, semicolon, colon, dash, quotation marks. In revision and correction of all writing, pupils should give close attention to correct punctuation as an aid to clarity.

4. Oral Work

Continuation of the work begun in the first term. See suggestions in the outline for the first term under the heading, Oral Work.

5. Word Study

Frequent practice in the use of the dictionary. At times this work may be related to the new vocabulary met in the study of literature during this term.

NOTE: Unless class sets are available, each pupil should bring his own dictionary to all English classes and be encouraged to use it frequently, as well as the larger class-room dictionary and thesaurus.

6. The Longer Exposition

- (a) The planning of an essay of several paragraphs on some aspect of the course in literature, e.g., "Brutus and Cassius in Act I: a Contrast", or "What the Dramatist Accomplishes in Act I", or "Two Stories That Are Very Interesting, but Very Different".
- (b) The writing of the first draft, preferably in class under the supervision of the teacher.
- (c) Revision of the essay with emphasis on
 - (i) a topic clearly announced in the opening of the essay
 - (ii) unity of subject matter, i.e., keeping to the topic announced in the opening
 - (iii) a coherent development of the thought from one paragraph to the next using linking words and a logical arrangement of details
 - (iv) a conclusion which clearly sums up the main point of the essay.

THIRD TERM

1. Verbals

A study of the use which may be made of participles, infinitives, and gerunds to promote vigour and conciseness in the pupils' writing.

1. Imaginative Writing

The pupils have studied short stories during the year and have attempted several writing assignments related to the short story. It would be consistent, therefore, to let them apply the knowledge gained from these assignments to a short story of their own. Before the writing, however, preparatory lessons, such as the following are necessary

- (a) The study in literature classes of several more short stories from the Grade 10 anthology. This study might be supported by the reading and discussion of stories written by other students in previous years. Often the school magazine is a good source book.
- (b) A discussion of what makes a short story different from any other kind of composition. Usually the best stories by pupils are those which have conflicts and characters drawn from the pupils' own experience. If the young writer keeps to a simple plot and strictly limits the number of his incidents, he has an opportunity to include the important details of setting and character that can make a story spring to life in the reader's mind.
- (c) The writing of the story, keeping in mind
 - (i) the nature of the main character
 - (ii) the conflict
 - (iii) the incidents needed to show the development of this conflict to the reader
 - (iv) the incident which provides the climax of the story
 - (v) the parts of the story which need touches of description to enable the reader to picture the setting and the appearance of the people involved.
- (d) When the final drafts of the stories have been completed, the reading and discussion in class of some of the stories.

NOTE: Some pupils may find it impossible to make up a story. These should be allowed to write of some actual experience without the imaginative rearrangement present in the short story form.

3. The Business Letter

- (a) After studying some good sample letters, the writing of at least one letter representing each of the following types:
 - (i) a letter ordering goods

- (ii) a letter of complaint
- (iii) a letter of application

(b) The revision of each letter with special attention to tone and form.

4. Review

A review of common weaknesses in sentence structure, punctuation, spelling, grammar, and usage.

Standards to be Achieved by Grade 10 Pupils

By the end of Grade 10 an average pupil should know all the grammar he needs to know to speak and write correctly. Practice throughout the work of the grade in oral and written composition will help to fix in him the habit of using clear, correct language. It should also enable him to express himself with some ease and fluency. He should be familiar with the various types of sentences, both grammatical and rhetorical, and he should have acquired some skill in putting his thoughts into the type of sentence that will best express his exact meaning. Further, he should be able to arrange his thoughts in coherent groups of sentences and paragraphs.

SUGGESTIONS TO THE TEACHERS OF GRADES 11 AND 12

Courses of study in Grades 11 and 12 of the Five-Year Programme must be made intellectually challenging to the capable pupils.

The following principles should be considered in building a course which will continue to fulfil the objectives of a well-rounded Five-Year Programme of Study in English Literature.

Grade 11 is the first of the senior grades and therefore greater maturity should now be required of the pupil. The course must be made intellectually challenging for the capable pupils of the Five-Year Programme in order to assist them to reach the standard of development expected of Grade 12 and 13 pupils who are going on to higher education.

The sequential programme in English literature determined for Grades 9 to 12 should be continued, as well as the integration between the literature and composition programmes.

In Grades 11 and 12, pupils should become more conscious of the inter-relationships between all phases of the work in English, and between the study of English and other subjects on the curriculum. They must be taught to see the connections of the subject with man and the world in which he lives. Minds will be stretched, imaginations stirred, and senses sharpened by the intellectual pursuit of relationships.

The work should be planned so that depth is not sacrificed, and conversely that pupils are not deprived of the intellectual benefits derived from an accent on independent reading and the development of critical taste and judgment. Intensive study of certain core parts of the course will ensure depth in teaching, and independent reading and more extensive study of other selections, breadth.

A considerable amount of reference reading, including literary criticism, should also be required of the pupils, in order to broaden their thinking and allow for a more critical analysis of both literature texts and outside reading. One or more critical essays assigned will be based on literary topics.

Notes on Supplementary Reading and Memorization are found on pages 6 and 7.

FIVE-YEAR PROGRAMME

English Literature, Grade 11

With the increased power that comes with these years of rapid development, the pupil may be expected in Grade 11 to pay more attention not only to what is written but to how it is written. Appreciation of literature as an art thus becomes more conscious.

The teacher of English should be well aware of the power literature has to shape the thought and the taste of its readers. It is a subtle and powerful force in building a nation. For literature is the record of a people's experience of life. It preserves the best expression of what men and women have enjoyed or borne, have done or have dreamed of doing. Whoever comes to know English literature will inevitably have his thoughts and feelings deeply influenced by that great tradition. It is important, then, that as rich and varied a selection be made for the pupils' reading as their age and knowledge will permit. Abilities must not be underestimated by choice of trivialities in text material.

A study of

- (a) A play by Shakespeare (not previously studied, and chosen with a view to the prescription for Grade 13).

The following plays will be found especially suitable for study in this grade: Romeo and Juliet, Richard II, Henry IV, Part 1, Julius Caesar.

(Not more than twenty-five per cent of the time allotted to literature should be devoted to the study of Shakespeare).

- (b) A modern play (preferably one which will lend itself to comparison

and contrast with the Shakespearean play which has been chosen).

Modern plays which might be selected include the following:

Anderson, Elizabeth the Queen.

Ardrey, Thunder Rock.

Balderston, Berkeley Square.

Barrie, The Admirable Crichton.

Barrie, What Every Woman Knows.

Besier, Barretts of Wimpole Street.

Davies, At My Heart's Core.

Daviot, Valerius.

Daviot, Richard of Bordeaux.

Goetz, The Heiress.

Parker, Disraeli.

Rattigan, The Adventure Story.

Rattigan, The Winslow Boy.

Shaw, Arms and the Man.

Shaw, The Doctor's Dilemma.

Shaw, Pygmalion.

Shaw, St. Joan.

Sherwood, There Shall Be No Night.

Voaden, Four Modern Plays.

Wilder, Our Town.

(Other plays may be chosen from time to time, for variety, if so desired, e.g., Wilde, The Importance of Being Ernest; Goldsmith, She Stoops to Conquer.)

- (c) An anthology of poetry (preferably a combination of classical and modern poetry), such as

Lewis, Poems Worth Knowing (revised).

Langford, Golden Vintage.

Langford, Grass of Parnassus.

Fyfe, A Book of Good Poems.

Gill and Newell, Poetry for Senior Students.

Parker, Fresh Fields.

MacDonald and Walker, A Selection of English Poetry.

Winter and Brash, Poems to Appreciate.

Humble, Lyrics and Longer Poems (Books 3 and 4).

Diltz, New Horizons.

Kingston, Poems to Remember.

NOTE: 1. An anthology of poetry or prose may be selected with a view to its use also in Grade 12, but it is not recommended that it be extended over three years.

2. A longer poem may be included.

(d) A volume of prose, such as

Langford and Daniel, The Open Window.

Gray and Upjohn, Prose of Our Day.

Gill and Newell, Prose for Senior Students.

Hale, The Open Road.

Langford, Prose Treasury.

Sealey, A Book of Good Essays.

Coupe, Read, Ward, English Literature (anthology of prose and poetry).

Kingston, Galaxy of Short Stories and Essays.

(e) A novel, or novels, such as

Barrie, The Little Minister.

Bronte, Jane Eyre.

Conrad, Youth.

Conrad, Typhoon.

Crane, The Red Badge of Courage.

Dickens, A Tale of Two Cities.

Eliot, Silas Marner.

Forester, Hornblower.

Hemon, Maria Chapdelaine.

Hilton, Lost Horizon.

Kipling, Kim.

Monsarrat, The Cruel Sea (school edition).

Nordhoff and Hall, The Hurricane.

Nordhoff and Hall, Men Against the Sea.

Paton, Cry the Beloved Country.

Steinbeck, The Pearl.

Stevenson, Dr. Jekyll and Mr. Hyde.

Stevenson, The Master of Ballantrae.

- NOTE: 1. In the choice of the novel, or novels, consideration will be given to those already studied in Grades 9 and 10, in order to build a well-balanced programme from Grades 9 to 13. Suitable classics and modern novels should be included, embracing a variety of themes, e.g., historical (different historical backgrounds, novels of ideas and manners, adventure, satire, social comments, or psychological themes).
2. The teacher will note that for average and above-average classes a study of both the novel and essays is recommended for a well-rounded course of study.
3. An additional prose work may be included, such as A Pattern of Islands by Grimble; Sunshine Sketches by Leacock; Wind, Sand, and Stars by Saint Exupery; The Story of San Michele by Axel Munthe; Life on the Mississippi by Twain; Animal Farm by Orwell.

FIVE-YEAR PROGRAMME

English Composition and Language Study, Grade 11

The course in Grade 11 should be organized to give the desired continuity and development following the course in Grade 10, and should be well integrated with the work in literature. A specific aim in Grade 11 will be the expression in correct form of ideas more complex than those dealt with in Grade 10, with emphasis on clarity, sincerity, forcefulness and, where possible, originality. Command of a clear and effective style is largely a matter of practice and growth.

Composition subjects should be carefully chosen to suit the growing interests of the students. The teacher should encourage the inclinations of the students at this stage to put into writing what they think and feel, and to realize that their own observations, experiences, or reflections are basic sources of material for writing.

In Grades 11 and 12 conference with individual students about the quality and requirements of their written work in English is a highly important feature of the effective teaching of this subject. Care should be taken that an undue amount of time is not spent on textbook exercises to the exclusion of the more important work of teaching the pupil to think and write clearly.

The discussion of selected models from literature texts, and other sources, in both literature and composition classes will help the student to appreciate good writing and to write with greater economy, precision, and force. A variety of samplings from good modern prose will catch the interest of the modern student, e.g., passages from contemporary literature, significant current events,

scientific topics in the news, good newspaper and magazine editorials.

Teachers are advised to read suggestions by writers who discuss the approach to the composition programme with judgment and insight: The Teaching of Written English and The Teaching of Grammar by Gurrey (Longmans); The Elements of Style by Strunk and White (paperback Brett-Macmillan); Experience in Writing by Baker and Strandness (Prentice Hall) and others listed in Circular S4D, or on pages 67-69. Refer also to suggestions for the teaching of English in Department circulars; articles in the English Journal and College English (N.C.T.E.) and other publications.

The course should include the following topics

1. (a) The planning and writing of essays: personal and formal essays; narration (the descriptive narrative); editorial; critical essay.

NOTE: The reading and study of good models should precede assignments.

- (b) A study of the principles of paragraph structure and development, variety of treatment for special effects, transition between paragraphs taught in relation to the development of the complete essay.
- (c) An appreciation of sentence and paragraph structure, effective presentation, diction, special techniques employed by good writers, both modern and classical. Editorial and newspaper articles provide some excellent material for study.

2. Word Study

Special emphasis on precision, derivation, vitality, picturesqueness, euphony, study of synonyms and antonyms, enlargement of vocabulary.

3. (a) Insistence on correctness in punctuation, with such further instruction and practice as may be found necessary.
- (b) The study of clausal analysis and grammar as an aid to good sentence structure and the effective expression of thought.

The application of the principles of grammar to the achievement of correct usage in oral and written communication.

Study, where necessary as an aid to clear and accurate expression, of the nature and function of words or phrases in sentences.

(c) Sentences

The study of the emphasis, force and interest to be obtained through the knowledge and effective use of different types of sentences: loose, periodic, balanced sentences; parallel structure.

4. Précis

Principles of précis-writing. Appropriate exercises in précis-writing. In writing a précis the student must convey the essential meaning of a given passage in about one-third the length of the original. The pupil's version should be logically developed and expressed mainly in his own words. (Refer to marking procedures in Circular S4C 1960 and 1961).

5. Oral work, such as, debates, book talks, public speaking, introduction and thanking of speakers, panel discussions.

6. Logic

Study, with exercises, at the appropriate level, in clear thinking, discriminating judgment, valid evidence. Importance of the precise definition of terms. (See point 5 in the suggestions on logic). P. 67

Common fallacies, e.g., generalizing from insufficient evidence, reasoning in a circle, appeal to prejudice.

NOTE: The following books will be found useful:

Jepson, Clear Thinking. Longmans.

FIVE-YEAR PROGRAMME

English Literature, Grade 12

In the two final grades of the secondary school course, the teacher has a particular responsibility in encouraging and guiding the emotional response of the pupils to literature and in leading them to understand and enjoy what great literature offers. His

power to communicate his own enjoyment of what is best in literature will influence deeply the future tastes and reading habits of his pupils.

A choice of both the classics and modern literature will challenge the students to read widely and with critical perception of the wealth and range of English literature.

- (a) A play by Shakespeare (not previously studied, and chosen to avoid the prescription for Grade 13).

The following plays will be found suitable for study in this grade:

Julius Caesar; Henry IV, Part 1; Henry V; Hamlet; Macbeth; King Lear.

(Not more than twenty-five per cent of the time allotted to literature should be devoted to the study of Shakespeare.)

NOTE: A modern play may be added.

- (b) An anthology of poetry, such as

Langford, Grass of Parnassus.

Langford, Golden Vintage.

Macdonald and Walker, A Selection of English Poetry.

Diltz, New Horizons.

Gill and Newell, Poetry for Senior Students.

Kingston, Poems to Remember.

Winter and Brash, Poems to Appreciate.

NOTE: The inclusion of the study of at least one longer poem is recommended.

- (c) Novels, (two or more), such as

Austen, Pride and Prejudice.

Bennett, The Old Wives' Tale.

Bennett, Clayhanger.

Blackmore, Lorna Doone.

Bronte, Wuthering Heights.

Dickens, David Copperfield.

Dickens, A Tale of Two Cities.

Forster, A Passage to India.

Galsworthy, A Man of Property.

Hardy, The Mayor of Casterbridge.

Hardy, The Return of the Native.

Hemingway, The Old Man and the Sea.

Holme, The Lonely Plough.

MacLennan, Two Solitudes.

Scott, Kenilworth.

Thackeray, Vanity Fair.

Trollope, Barchester Towers.

Webb, Precious Bane.

NOTE: A novel, or other text, may be selected from the Grade 11 list. See note on the novel in the Grade 11 course of study. Modern novels for comparative study are often available in paperback editions.

(d) A book of prose, such as

Langford and Daniel, The Open Window. Longmans.

Gill and Newell, Prose for Senior Students. Macmillan.

Ross and Stevens, Man and His World. Dent.

Gordon and Roebuck, Twentieth Century Prose. Clarke Irwin.

FIVE-YEAR PROGRAMME

English Composition and Language Study, Grade 12

A specific aim in Grade XII should be the expression of carefully considered ideas in precise, clear, correct English. In addition, effectiveness of presentation, originality of treatment, and a fitting ease of style should be sought.

Pupils should know and practise the methods used by good writers in telling a story, building up a description, explaining a difficulty, or arguing a case.

At least seventy-five per cent of the time in Grade 12 of the Five-Year Programme should be devoted to the various aspects of composition as opposed to the mechanics of writing. The latter will be dealt with as the need arises.

An appreciation of good prose models will continue to play an important part in the development of the lessons.

The course should include the following topics:

1. The Short Essay

Study and assignments should include all types of essays: formal, informal, argumentative; the descriptive narrative; reflective and expository; the short story.

2. The Long Literary Essay

Planning and writing of the long literary essay on subjects related to the literature course, supplementary and reference reading.

3. The Book Review

The written evaluation of books read as part of the supplementary reading programme.

4. Précis and Comprehension

Further study and application of principles; emphasis on passages

of exposition and argument.

5. Evaluation and appreciation of prose passages from literature: comprehension of subject matter, the author's purpose, structure, the means by which he has produced his effects.

6. Word Study

7. Logic

Examination of propositions; deductive reasoning (simple syllogisms); inductive reasoning (circumstantial and direct evidence). Fallacies ("begging the question", false assumption, false analogy, etc.).

8. The Report

In writing a report the pupil should show ability to gather information, to record observations for a specific purpose, and to communicate the salient ideas concisely and clearly to others.

- (a) A report should consist mainly of a summary of facts, together with such observations, conclusions, or recommendations as belong properly to the matters presented.
- (b) It may be written upon a wide variety of subjects, including particular events, special situations, progress in the study of a project, or the result of an investigation.

Topics might range, for example, from a visit to a farm, factory, office or engineering enterprise, to a study of some social, literary, or scientific problem, a report or analysis of a newspaper, a church activity, small cars, the student council, etc.

- (c) A good report prepared in Grade 12 should be about two pages in length.
- (d) While the report must be essentially a piece of connected writing, it may include in tabulated form data necessary to establish statements or support opinions. It should provide information that is relevant, adequate, and accurate. A good report is factually reliable and meets the specific needs of the reader for whom it is prepared.
- (e) The quality of a written report will depend, among other factors, upon conciseness, orderly arrangement, definiteness of details, and literal language.

In the writing of reports the pupil may secure valuable practice in using language effectively for practical purposes.

9. Business Letter Writing

The letter of application, without data sheet; with data sheet.

- NOTE: 1. As in the study of other subjects, pupils will respond best when there is evidence of an immediate, definitely useful, and promptly applicable purpose in the composition lesson. They need to see that the lesson is part of a clearly-organized, thoughtfully-integrated programme of writing from grade to grade which has been designed with a view to their present needs and the further development of their powers. Aim, direction, and a sense of progress are requisites to the stimulation of interest and useful effort in the composition lesson. Where the pupils receive an impression that the subject is being treated in a haphazard, improvised, or routine manner, they will not develop skill in exact thinking about language.
2. The textbook in English Composition should be regarded as a useful adjunct to the course in writing which has been planned for the pupils of a particular grade or class. It should not be viewed as a complete course for all the pupils concerned, nor even as offering necessarily the best basis for their programme of writing.
3. The routine study of words in lists out of context is of too slight value from the standpoint of enlarging vocabulary to justify the time consumed. Words used in the week's news articles and editorials, and in other prose on the course of study, have meaning for the students. Exercises of a mechanical nature in vocabulary or diction are unproductive unless they give some actual practice in the apt use of language for the expression of facts and ideas.
4. The reading and evaluation of the pupils' written exercises and essays may sometimes make excessive demands on the time and energy of the teacher of English, leaving too little opportunity for the rest, recreation, and wide reading that are desirable if his class-room efficiency is to be maintained at a high standard. The need for frequent and regular practice by all pupils in writing English may, therefore, render unduly difficult the teacher's task of marking written work. While the teacher must develop an efficient and equitable system for grading personally and regularly the work of each pupil, it does not follow that he need read closely and fully all the written material submitted by his class. The following suggestions may prove helpful:
1. Allow the pupils to appraise their own or other pupils' writing with regard to one or more specified qualities, such as unity, emphasis, clarity, reader interest.
 2. Have the pupils study critically mimeographed samples from student paragraphs and essays, as well as those of established writers, from books, newspaper articles and

editorials. A duplicating machine should be standard equipment in an English department.

3. Develop mutually helpful class discussion, with adequate illustration from the material examined, of the pupils' observations and comments.
4. Encourage the recognition by the pupils of prevailing weaknesses in their own writing and co-operative action with the teacher to overcome these weaknesses.
5. Have the pupils read their own or other pupils' exercises with a view to noting errors in grammar, spelling, punctuation, or construction.
6. Show the pupils how to keep in a convenient summary sheet a cumulative record that will assist self-evaluation of their progress with regard to the mechanics and principal elements of good writing.
7. Promote the interest of the pupils in gaining the power to use language well at all times.

A core of marking symbols, and other basic marking procedures, should be established for all grades in a school so that pupils are not confused by varying patterns from year to year. Suggestions are made in a separate pamphlet Evaluation of Composition in Grades 9 and 10.

5. The study of logic is a fertile field for correlation with study in other subjects on the curriculum, e.g., science, history, and mathematics. The logical approach in mathematics with the need for emphasis on transition words, such as therefore and hence, is but one illustration.
6. Wherever facilities permit, it is recommended that English teachers arrange with the librarian to take a senior class to the library for comparative or reference reading and work on other special reading assignments. If this is not possible, books should be brought to the class-room for the same purposes.

For pupils in the Five-Year Business and Commerce or Science, Technology, and Trades Branch some supplementary reading related to the business and technical fields is recommended.

7. Teachers are advised to keep themselves informed in the field of linguistics and structural grammar.

Attention is also directed to Teaching English Grammar by Gurrey (Longmans) in which such questions as the following are discussed: How can we make grammar useful? The contribution of modern linguistics to grammar in schools (P. 141-144).

8. For reference to examination procedures see pages 5-6. In Grades 11 to 13 marking schemes should place greater emphasis on style of answers on the English literature paper. Recommendations for the marking of précis are included in Circular S4C.
9. Selected recordings, and other audio-visual aids, are powerful aids in stimulating interest, understanding, and appreciation of English literature.
10. For selected classes a specific programme of enrichment is recommended through additional reading and oral and written discussion of books read. Critical studies should be included.

REFERENCE BOOKS AND TEXTS

NOTE: Every English class-room should be equipped with copies of the Concise Oxford Dictionary, and one other large dictionary: Fowler's Modern English Usage (Oxford), a thesaurus of words and phrases; and other reference books as the budget allows.

Sets of smaller dictionaries for pupil use are an asset.

Winter and Smith, Learning to Write. Macmillan.

Tressler and Lewis, Mastering Effective English. Copp Clark.

Bealey and McCann, Style and Structure. Dent.

Diltz, New Models and Projects (Parts 1 and 2). Clarke Irwin.

Ford, The Techniques of Good Writing. The Book Society.

Glassey, The Groundwork of Précis. Oxford Press.

Jepson, A New Guide to Précis Writing. Longmans.

Reay and Skews, Principles of Précis. Clarke Irwin.

Burton, Modern Précis Practice. Longmans.

Gurrey, The Teaching of Written English. Longmans.

Gurrey, The Teaching of English Grammar. Longmans.

Strunk and White, The Elements of Style. Paperback. Brett-Macmillan.

Baker and Strandness, Experience in Writing. Prentice-Hall.

Sauer, English in the Secondary School. Holt, Rinehart and Winston.

Word Power Made Easy. Permabook.

Funk and Wagnalls, Word Origins and Their Romantic Stories. Ryerson.

A Smaller Classical Dictionary. Dent.

Jepson, Clear Thinking. Longmans.

Roget, Thesaurus of English Words and Phrases. Longmans.

Soule, Dictionary of Synonyms. McClelland and Stewart.

Treble and Vallins, An ABC of English Usage. Oxford.

Evans, Dictionary of Contemporary American Usage. Random House of Canada.

Partridge, Usage and Abusage. Collins.

Partridge, Concise Usage and Abusage. Collins.

Gowers, Plain Words. Copp Clark.

I. A. Richards, Practical Criticism. Longmans.

Porter, Perrin, Writer's Guide and Index to English (ch. 8 10-12). Gage.

Glassey, The Groundwork of English Composition. Oxford.

Glassey, The Groundwork of Grammar (Parts I and II). Oxford.

Oliphant, A Short Course in English Grammar. Oxford.

Charlton, Preparation and Practice in Précis Writing. Macmillan.

A. P. Herbert, What a Word. Ryerson.

Horwill, Modern American Usage. Oxford.

Mosby and Thomas, Sense, Feeling, and Thought: New Roads to Composition.
Oxford.

Soper, Basic Public Speaking. Oxford.

Thomson and Martinet, A Practical English Grammar for Foreign Students.
Oxford.

Burton, English Appreciation. Longmans.

Hayford and Vincent, Reader and Writer. Houghton Mifflin.

Magazine addresses:

Maclean's Maclean's Magazine,
481 University Avenue, Toronto 2, Ontario.

Atlantic Monthly The Atlantic Monthly,
8 Arlington Street, Boston 16, Mass.

NOTE: For reference books in literature, teachers are referred to Curriculum I and S4D and to others such as the following:

Shakespeare Survey. Cambridge University Press.
(A series of yearly volumes dealing with plays of Shakespeare, e.g., No. 13, King Lear)

Spurgeon, Shakespeare's Imagery. Beacon Press, Boston.

G. B. Harrison, Shakespeare's Tragedies. British Book Service.

Webster, Shakespeare Without Tears. Pocketbook.

Gilbert Highet, The Art of Teaching. New York Vintage.

Parrott and Ball, A Short View of Elizabethan Drama. Scribner.

Hotson, The First Night of Twelfth Night. British Book Service.

Perrine, Sound and Sense--An introduction to poetry. Gage.

Kenner, The Art of Poetry. Winston.

Thrall and Hibbard, A Handbook to Literature dictionary of
literary terms. Odyssey Press, N. Y.

Abrams, A Glossary of Literary Terms. Paperback Macmillan.

Allen, The Thunder and the Sunshine a biography of Joseph Conrad.
Longmans.

Carle, Joseph Conrad and His Characters. British Book Service.

Baker, Hemingway: The Writer as Artist. Saunders.

Young, Ernest Hemingway. Holt, Rinehart and Winston.

C. S. Lewis, A Preface to Paradise Lost. Paperback Oxford.

Graham Greene, The Best of Saki (H. H. Munro). Viking Press.

Unterecker, A Reader's Guide to Yeats (to T. S. Eliot, to the 20th Century Novel). Book Centre, 4629 Park Avenue
Montreal, P. Q.

Drew, Poetry--A Modern Guide to its Understanding and Enjoyment.
Dell Books.

McCallum, Form and Value in Modern Poetry. Houghton Mifflin.

Thorndike, Dictionary of Canadian English. Gage.
(Senior dictionary 9 - 13 available January 1964)

Diltz, Patterns of Surmise. Clarke Irwin.

FOUR - YEAR

PROGRAMME

FOUR-YEAR PROGRAMME

ARTS AND SCIENCE BRANCH

Suggestions to Teachers

In building the English courses of the four-year Arts and Science programme emphasis should be placed on the aptitudes of the pupils, and their future, as well as present, needs. Many will fill positions in which their success will depend upon their facility in oral expression and upon qualities of personality: correctness and persuasiveness in speech, wit, imagination, general knowledge, good appearance, pleasant voice, tact, sympathy, and ability to judge character. In each grade oral and written work in English should be organized to assist pupils to develop these qualities.

The study of literature, including the supplementary reading programme, should foster in the pupils an enjoyment of English literature which will carry over into adult life and assist them to make better use of increased leisure time. The cultural development of the pupils must not be overlooked.

While suitable classics will be included in the literature courses and the supplementary reading programme over a four-year period, over-emphasis on the classics to the exclusion of modern writing should be avoided. Since the pupils are surrounded by modern literature (including magazines and periodicals) and will continue to watch T.V. programmes in adult life, discrimination in the mass media must be fostered. In Grades 9 and 10 English literature texts should be

chosen carefully according to a well-planned sequence for four years, and the interests, abilities, and reading level of the pupils. In the field of the novel, for example, a well-balanced course from Grades 9 to 12 will include a choice of novels which embrace various types, such as historical (different historical backgrounds), novels of ideas and manners, or those built around social and psychological themes. Comparison gives perspective and enlarges horizons. In choosing a historical novel, teachers of English will be well advised to discuss with the history teacher the pupils' background in history at each grade level. Short stories in Grades 9 and 10 are recommended for study at the beginning of the fall term. If myths are included at the Grade 9 level, it is recommended that a choice be made carefully and that these selections be studied later in the year.

In deciding upon the core programme in English literature it is also recommended that teachers give careful thought to the number of periods available for each phase of the work, and that the number of selections from a book of short stories, or poetry, or a book containing scenes from Shakespeare will be chosen in order to give ample time for pupils to discuss important and interesting features which capture their attention. A teacher should also allow himself time for correlation of discussion with other subjects studied by the pupils, or other interesting oral and written work, the use of the tape-recorder, the playing of good recordings of literature, etc. In the study of English literature it is important to avoid a hurried treatment which discourages the pupil and lessens his enjoyment and appreciation and, on the other hand, the laboured treatment which dulls the pupil's interest.

A minimum of 100-150 lines should be memorized by the pupils. Part of the memory work may be prose or dramatic presentations, and if the teacher wishes, some passages may be chosen by the pupils themselves. Passages with good strong rhythm are recommended for first assignments.

Supplementary Reading

One period a week should be set aside for independent reading in the library, or classroom, and at least one period a month for the informal discussion and recommendation of books read. In Junior grades pupils should first be encouraged to read books and magazines by modern writers which they can readily understand and enjoy. Stories and novels on the course for class study should stimulate interest in others on a similar or contrasting theme. Frequent reference to interesting books should be made in all classes in correlation with the various aspects of the English course, and pupils should be encouraged to talk informally about books they have enjoyed.

The testing of supplementary reading by means of the long written report, or other routine method, should be discouraged since this practice defeats the aim of the independent reading programme, the encouragement of wide reading which the pupil will enjoy throughout life. When written reports are considered necessary, they should not be mere summaries, but should give the pupil's personal reactions (favourable or unfavourable) to the book. The study of well-written book reviews and the assignment of at least one book review to be written by the pupils will be a part of each year's course.

As in other programmes, the number of books to be assigned as outside reading for the year should be a matter of judgment. The supplementary reading requirements of other departments in the school will have some bearing on the decision, and emphasis will be given to the value of reading rather than to a minimum number of books. As a general rule, however, a minimum requirement of eight books, other than those studied in the classroom, is recommended and, in addition, pupils should be encouraged to read as widely as their capabilities will allow.

COURSES OF STUDY AND SUGGESTED TEXTS

FOUR-YEAR PROGRAMME

ARTS AND SCIENCE BRANCH

English Literature, Grade 10

A study of:

- (a) A book of short stories, or short stories and articles or excerpts, such as

A Harvest of Short Stories. Longmans

Fifteen Stories. McClelland and Stewart

The Open Road. Macmillan

Invitation to Short Stories. Macmillan

Short Story Magic. Ryerson

Short Stories for Young People. Dent

- (b) A collection of poetry, such as

Invitation to Poetry. Macmillan

Poems Chiefly Narrative. Dent

Lyric and Longer Poems (Book 1 or 2) Macmillan

Poems for Pleasant Study. Dent

- (c) One of Shakespeare's plays, such as

The Merchant of Venice, As You Like It, Twelfth Night, Julius Caesar

(Plays suggested for Grades 11 and 12 should not be considered for the Grade 10 level.

NOTE: A selection of two or three modern one-act plays may be added for study and dramatization if time permits, e.g.,
Invitation to Drama (Macmillan); A Book of Good Plays (Copp Clark).

Two novels, or one novel and a selection of one-act plays, or
another volume of prose (e.g., biography or travel.)

Faulkner, Moonfleet

Dickens, Oliver Twist

Dickens, Great Expectations

Heyerdahl, The Kon-Tiki Expedition

Curwood, The Plains of Abraham

Williams, The Wooden Horse

London, Call of the Wild

Twain, Huckleberry Finn

Mowat, The Grey Seas Under

Orczy, The Scarlet Pimpernel

Brickhill, Dam Busters

Wells, The Invisible Man

Doyle, The Lost World

Shute, Pied Piper

Steinbeck, The Red Pony

Nordhoff and Hall, Men Against the Sea

Nordhoff and Hall, Mutiny on the Bounty

Rawlings, The Yearling

Forester, Captain Hornblower

Kipling, Captains Courageous

Buchan, Greenmantle

A book from the Grade 9 list.

NOTE: 1. The above lists are not intended to be exhaustive.

2. A few selections will be chosen for study from anthologies in order to avoid the hurried approach to literature which discourages interest and discussion. The remainder may be assigned for supplementary reading.
3. See notes on pages 71 - 73, and pages 3 - 6.

ARTS AND SCIENCE BRANCH

English Composition and Language Study - Grade 10

Emphasis should be placed on precision, clarity, and accuracy in both oral and written expression. Particular stress on exactness and clarity in all classroom answers and discussion is very important. Each day's work should provide many opportunities for practice in careful speaking: all classroom answers; short reports prepared in relation to some topic in literature, (including historical backgrounds of stories and novels); reading related to a unit of literature; informal book talks or reports; making announcements to a class; report and discussion of a T.V. programme, or news event; other more formal oral assignments. The teacher should foster a critical and sceptical attitude towards radio and television programmes.

Stress on the improvement of reading and comprehension will be correlated with topics in both literature and composition. Remedial reading should be a part of the course for pupils whose reading levels are not satisfactory.

The over-academic or formal approach to grammar and diction must give way to a more meaningful and imaginative approach, if it is to be of real value. Especially in the lower grades the formal elements of composition must be shown to be of practical value.

Application of classroom study to the pupils' practical needs is essential. Emphasis should be placed on encouragement rather than on adverse criticism.

Pupils should acquire facility in handling as much business correspondence as they will need to take care of their own personal affairs and, beyond that, the simpler needs of most jobs: ordering, paying, requesting payment, making business adjustments, etc. Some practice in simple business letters of this type should therefore be given pupils in Grades 9 and 10.

Teachers will find the course in composition for Grade 10 on pages 47 to 52. The above points of emphasis should be incorporated into this course as modifications are made to suit the pupils' needs in this Branch.

N.B. Texts and Reference books are listed on pages 22 - 23.

SUGGESTIONS TO THE TEACHERS OF GRADES 11 AND 12

Since Grades 11 and 12 complete the secondary school course in English for the majority of students, the teacher has a particular responsibility in encouraging and guiding the emotional response of the pupils to literature and in leading them to understand and enjoy what good literature offers. Pupils should develop enthusiastic and critical attitudes towards reading which will carry over into adult life. Although suitable classics will still find a place in the courses of study, more attention should be given to fostering an interest in reading through a choice of good modern literature---themes which strike the adolescent as adult, mature, and pertinent to twentieth century life. Pupils should also be given an insight into some of the fields of human thought and investigation---social, scientific, artistic, and philosophic. This may be achieved through a careful choice of excerpts for précis and comprehension work, and through oral and written discussion related to the reading programme. Other oral work should be correlated with current topics of interest, and subjects on the school curriculum. Emphasis of this kind will encourage some students to continue their education through the library, book clubs, night courses, and other media.

Discrimination in the mass media must also be fostered through a study of magazines, periodicals and newspapers, dramatic performances, and the viewing of television programmes, if pupils are to acquire a basis of taste and judgment.

ARTS AND SCIENCE BRANCH

English Literature, Grade 11

In the obligatory English literature course students will continue to study the Shakespearian and modern play, short stories and other prose selections, poetry, novels or other long prose works. Careful choice, as discussed in the preamble is extremely important. Four periods of a seven-period allotment are recommended for the study of literature, although there should be constant correlation between the study of English literature and composition.

If one of the English options, Modern Literature or Speech and Drama, is to be offered, teachers should plan the reading in these courses to avoid overlapping. The option will be an extension and enrichment of topics in the obligatory course.

A study of:

- (a) A play by Shakespeare not previously studied.

One of Shakespeare's great tragedies is recommended:

Julius Caesar, Romeo and Juliet, Macbeth.

- (b) A modern play or plays

Suggestions are listed on page 55, and under Section 1. Drama, of the Modern Literature option. Groupings suggest a combination of selections for class study and independent reading.

- (c) An anthology of poetry (largely twentieth century or late nineteenth century recommended in the choice of shorter lyric poems; a choice of two or three longer poems also recommended.)

(d) A volume of prose, such as

Langford and Daniel, The Open Window. Longmans

Gordon and Roebuck, Twentieth Century Prose

Donohue, To Talk of Many Things. Longmans

Coupe, Read, Ward, English Literature (an anthology of prose and poetry). Ginn

Gill & Newell, Prose for Senior Students. Macmillan

NOTE: The study of stories, essays, editorials, articles, and book reviews should be built around the anthology and supplemented by a study of good periodical literature and newspapers, with a view to teaching discrimination and judgment.

(e) A novel or novels (chosen by genre, one or two examples to be studied in the classroom and others to be read as independent reading for comparison purposes and broadening of interest.)

NOTE: 1. The teacher will judge the difficulty of a novel and make a choice with a view to the interests and abilities of the class. A close relationship between the supplementary reading programme and class study of prose is imperative if the objectives of the four-year programme are to be achieved. It is suggested that more time be allotted to prose in the four-year programme than is possible in the five-year programme.

2. A few suggestions are listed below around which class study and the supplementary reading programmes may be built.

Bates, Fair Stood the Wind for France.

MacLennan, Barometer Rising.

Hilton, Lost Horizon.

Crane, The Red Badge of Courage.

Forester, Lieutenant Hornblower.

Dickens, A Tale of Two Cities

Nordhoff and Hall, Men Against the Sea

Nordhoff and Hall, Mutiny on the Bounty

Dickens, Great Expectations

Monsarrat, (Sch. Ed.), The Cruel Sea

Steinbeck, The Pearl

Paton, Cry, the Beloved Country

Bronte, Jane Eyre

These titles and other suggestions, appear again under groupings in the Modern Literature option: Novels of Adventure, Historical Novels and Literature of the Sea, Novels of Social Comment, Novels of Psychology and Symbolism.

ARTS AND SCIENCE BRANCH

Composition and Language Study, Grade 11

Pupils should be given practice in clear and accurate expression in both written and spoken English and in the accurate comprehension of prose. Courses in both composition and literature should give emphasis to the needs and interests of the students. They should provide the opportunity for pupils to participate in a dramatic performance, or other oral work, in order to develop greater fluency, confidence, and poise. The habit of critical listening should be developed. A study of radio and television programmes, for example, will foster critical listening to commercial and political propaganda.

Emphasis is recommended on the wide use of audio-visual aids, such as recordings of plays, poetry and speeches, films, the tape recorder, pictures, newspapers, periodicals, and magazines, to sharpen interest and curiosity and to stimulate critical thinking, reading, viewing, and listening. See "Television and the Teaching of English" - Postman (N.C.T.E. - \$1.00)

In written composition a growing emphasis at this stage of the student's development should be given to the correction of errors in usage. In addition, the habit of a critical examination of usage in speech, and of the rhetorical devices of persuasion, should be extended to include a study of news, politics, world affairs, and advertising.

Précis and comprehension work should form a substantial part of the course of study in each term in order to develop the habit of close concentration, to focus attention upon precision of

diction, and to increase the student's awareness of the necessary connections between exact wording, accurate syntax, and careful reasoning.

With the above points of emphasis in mind, and others from page 58, teachers will build a course in Grade 11 English Composition to include the following topics:

1. (a) A study of good essays, stories, editorials, and newspaper or magazine articles: special techniques employed by good writers to achieve their purposes; methods of persuasion; a study of the principles of paragraph structure and development, and the means used to achieve smooth transition between paragraphs; evaluation of the good writer's skill and judgment in the presentation of his ideas, his sentence and paragraph structure, and diction employed.
- (b) The planning and writing of essays (personal, formal, descriptive narrative, argumentative), stories, and editorials.
- (c) The writing of verse related to the reading and study of poetry in English literature classes.

2. Precis and comprehension

A study of the principles of précis writing and practice in précis writing during each term.

Emphasis on short, concentrated, thought-provoking selections of good prose which demand close, concentrated attention by the student and give him an insight into some of the fields of human thought and investigation (social, scientific, artistic, and philosophic) which he might otherwise never explore. Refer to the preamble to Grades 11 and 12 on page 79. (Further student investigation of such topics should be encouraged through supplementary reading and seminar discussion groups.)

Emphasis on precision in wording and stretching of the vocabulary, leading to an increased awareness that man thinks within the limits of his own vocabulary.

Further reference to objectives and marking procedures in précis writing are outlined in Circular S. 4C.

3. Oral work: a variety of oral work, rather than the same type of assignment to each student, interspersed and sometimes

correlated with topics in both literature and composition, such as

Book talks, reviews or reports of assignments made on newspaper reading, discussion of the merits and weaknesses of specific television programmes, comparisons between samples of editorial writing (e.g., rival editorials on a single given topic or event), panel discussions related to the course of study in literature, or to topics on other courses of study in which the pupils are particularly interested, specific talks on topics of great interest to individual pupils, a discussion of radio and television speech or drama, announcements in class or assembly, dramatic reading, tape recording of scenes presented, introducing and thanking a speaker, conduct of an oral composition period, or of a business meeting on current school problems.

This variety in oral work will give the teacher a rich opportunity to stress the importance of good speech habits and vocabulary power, and to help students develop confidence and poise. Stress on exactness and clarity in all classroom answers in all subjects should be continued. Aspects of the oral programme will give the teacher an added opportunity to stress the importance of critical listening.

4. Vocabulary Study

Emphasis on precision and enlarging of the vocabulary to add force, interest, and vitality to all oral and written communication.

A study of vocabulary should go hand in hand with all aspects of the course in English. It should teach the pupil to discriminate between appropriate and inappropriate diction for various types of writing, and to admire clarity, sincerity, honesty, and economy of expression.

5. (a) Usage

Emphasis on correction of errors in usage in oral and written assignments.

The application of the principles of grammar and good sentence structure to the achievement of correct usage and effective expression of thought in oral and written communication.

Emphasis on a critical and sceptical examination of usage in newspapers, magazines, books, and television programmes or commercials.

(b) Punctuation

Insistence on correctness, with such further instruction and practice as is found necessary.

(c) Sentences

The study of the emphasis, force and interest to be obtained through the knowledge and effective use of different types of sentences: loose, periodic, balanced sentences; parallel structure.

6. The Book Review

7. Logic

An introductory study in clear thinking, discriminating judgment, and valid evidence.

Common fallacies, e.g., generalizing from insufficient evidence, appeal to prejudice and other devices involved in persuasion, reasoning in a circle.

The following books will be found useful:

Jepson, Clear Thinking. Longmans

Musson, Reading and Reasoning. Dent

NOTE: Slanted news stories, political pronouncements, editorials and advertisements can all be used to good effect in the study of rhetorical devices used in persuasion, and fallacies employed to mislead the reader.

8. Longer papers on some aspect of literature studied, or on comparative studies related to independent reading.

NOTE: Formal text-book exercises in many aspects of grammar and composition will be replaced by emphasis on individual correction and improvement of weaknesses in written assignments.

ARTS AND SCIENCE BRANCH

English Literature, Grade 12

A study of

- (a) A play by Shakespeare not previously studied

One of Shakespeare's tragedies, Macbeth, Hamlet, Romeo and Juliet,
Julius Caesar.

- (b) A volume of prose (selected for class study and supplementary reading as outlined in suggestions made for Grade 11.)

Short collections should be used on a one-year basis for class study, independent reading and literary essay work.

- (c) An anthology of poetry: short lyrics and some longer poems, including some challenging modern poetry (e.g., selections from Yeats, Eliot, Auden, Spender, Day Lewis, Frost, Klein).

- (d) A novel or novels (chosen according to the principles outlined under (e) Grade 11 which stresses the desirability of a close relationship between the class study of prose and the supplementary reading programme), such as

Austen, Pride and Prejudice

Bronte, Wuthering Heights

Dickens, A Tale of Two Cities

Hardy, The Mayor of Casterbridge

Hemingway, The Old Man and the Sea

MacLennan, Two Solitudes

Paton, Cry, the Beloved Country

Other novels and long prose listed under the Grade 12 section of the Modern Literature option.

NOTE: 1. If time permits, a modern play may be studied in addition to the above four elements, not in place of one of them, unless a play in verse replaces the long poem.

2. For supplementary reading and comparative study, an additional Shakespearian play may be assigned to broaden the pupil's knowledge of Shakespeare before he leaves school.

ARTS AND SCIENCE BRANCH

Composition and Language Study, Grade 12

The Grade 12 course will be planned according to the objectives outlined on pages 79, 83, and will provide for continuity, growth, and development of topics on the Grade 11 course of study.

An appreciation of good prose will continue to play an important part in the development of the lessons. Effective correlation between studies in literature and composition is essential.

By the end of the Grade 12 year students should be able to think clearly and to express themselves with exactness, clarity, and accuracy. Therefore, seventy-five percent of the time should be devoted to the various aspects of writing, including exercises in précis and comprehension, as well as original essays, as opposed to mechanics. As noted under Grade 11 Composition, formal textbook exercises in many aspects of grammar and composition will be replaced by emphasis on individual correction and improvement of weaknesses in written assignments.

The course should include the following topics:

1. The short essay

- (a) Study and assignment of essays of different types (emphasis on the expository essay, personal, formal, and argumentative), editorials, letters to the editor, newspaper articles, stories.
- (b) Discussion and study of techniques employed by good writers, the principles of paragraph structure and development, effective sentences, diction, and presentation.
- (c) Improvement of sentence structure and correction of errors in usage and spelling.

2. The Book Review

The written evaluation of books read as part of the supplementary reading programme.

3. Précis and comprehension

Further study and application of principles, following closely the development achieved at the Grade 11 level; emphasis on passages of exposition and argument not used under topic 2, Grade 11 course; examples from the editorial page of the newspaper.

4. Business Letter-Writing

- (a) Letters which are needed to take care of one's personal affairs: letters making requests and inquiries; order letters; letters of remittance; letters of complaint and adjustment.
- (b) Letters of application, with data sheet; without data sheet.
- (c) Social letters, congratulation, appreciation, condolence, formal invitation and acceptance announcements.

5. Oral work (See topics listed under topic 3, Grade 11.)

6. Minutes and reports of meetings.

7. Word study

8. Logic and argument. Written and oral work.

9. The Report

In writing a report the pupil should show ability to gather information, to record observations for a specific purpose, and to communicate the salient ideas concisely and clearly to others.

- (a) A report should consist mainly of a summary of facts, together with such observations, conclusions, or recommendations as belong properly to the matters presented.
- (b) It may be written upon a wide variety of subjects, including particular events, special situations, progress in the study of a project, or the result of an investigation. Topics may range, for example, from a visit to a farm, factory, office or engineering enterprise to a study of some social, literary, or scientific problems, a report or analysis of a newspaper, a church activity, small cars, or student council. It should grow naturally from the interests and activities of the class.

- (c) A good report prepared in Grade 12 should be about two pages in length.
 - (d) While the report must be essentially a piece of connected writing, it may include in tabulated form data necessary to establish statements or support opinions. It should provide information that is relevant, adequate, and accurate. A good report is factually reliable and meets the specific needs of the reader for whom it is prepared.
 - (e) The quality of a written report will depend, among other factors, upon conciseness, orderly arrangement, definiteness of details, and the use of simple, precise, and literal language. In the writing of reports the pupil may secure valuable practice in using language effectively for practical purposes. In addition he may be given oral practice in reading his report to the class or seminar group, and in handling subsequent question and discussion.
10. Planning and writing of literary essays, or reports on subjects related to the literature course, and to supplementary and reference reading. Such reports would also give valuable oral practice when discussed in class.

NOTE: Reference books and texts are listed on pages 67 - 70.

FOUR-YEAR PROGRAMME

Speech and Drama Option, Grades 11 or 12

Purpose of the Course

The course has three main purposes:

1. To teach the student to speak fluently, clearly and intelligently in a variety of situations.
2. To teach him to listen attentively, since intelligent utterance often depends on critical listening.
3. To help him to understand himself, to discard some of his unreasoning fears, and to develop greater confidence and poise.

Note to Teachers:

The following list of suggested topics is not intended to be arbitrary or complete; it gives merely the possible scope and direction of the course for the assistance of principals and teachers who wish to make plans for the introduction of this course in Grades 11 or 12 of the Four-Year Programme. A more detailed course outline will be prepared after further study by committees during the coming year.

Teachers are advised to discuss with elementary schools in the vicinity the details of any language arts programme which may have been undertaken.

For a well-rounded course 2 or 3 units of such work as suggested here will be included in each term. It is expected that some work in drama will be one of the units each term and that, over the three terms, students will also be given practice in informal talks, panel discussions, formal speeches, and the handling of meetings. For effective work, classes should not be too large. Since the treatment of topics should not be superficial, the teacher will choose the phases in which he is most competent within the pattern recommended for a well-rounded course.

1. Oral Communication in the Twentieth Century

- (a) Why oral communication in modern industrial society is important, and some of the reasons why it is often imperfect: (i) lazy thinking, (ii) lazy enunciation, (iii) lazy listening. These impediments to the clear oral exchange of ideas are easily demonstrated in class.
- (b) Kinds of conversation - An examination of what makes these dialogues successful or unsuccessful attempts at communication.
Various types of business interview, panel discussions on T.V., telephone conversation, social conversation, the special kind of conversation that takes place between a teacher and the members of his class.

NOTE: A tape recorder is a necessity for this course so that the class may hear and comment on examples of the various kinds of conversation mentioned above. Students should become conscious of themselves as continually taking part in the effort to receive or transmit ideas through the spoken word.

2. The Voice: the First Musical Instrument

A study of how the voice produces sound and how it can be trained to produce sounds that are both intelligible and euphonious:

- (a) The factors in voice control: breathing, vibration, resonance, and articulation, relaxation.
- (b) The importance of diaphragmatic breathing and relaxation in correct sound production.
- (c) Exercises for correct breathing, relaxing the throat, obtaining resonance, achieving correct articulation.
- (d) Applying principles of good voice production in reading aloud from prose and poetry.

3. Informal Talks

A short talk from three to five minutes in length given by each member of the class on any subject of special interest to him. Four or five students might speak during one class period, the remainder of the time being devoted to constructive comments on the speaker's performance. The teacher must be careful to set the right tone for these discussions.

It is important to integrate this unit with topics under discussion in other subjects.

Students should also be given practice in making announcements in the assembly, or in class, as frequently as possible. Many opportunities for practice in speaking before a group will arise in connection with school activities.

4. Oral Reading

Oral reading should receive emphasis during many of the phases of this course - e.g., topics 2, 8, 9, 14. The tape recorder will be a valuable piece of equipment in diagnosing and correcting errors in enunciation and voice projection. The taping of the pupil's dramatic reading, speeches, etc., from time to time, gives him the opportunity to assess his own speech habits and compare a tape made early in the year with another recorded later.

The use of the language laboratory for speech work should also be investigated.

5. The Stage, Past and Present

The different types of modern stages, the physical changes in the stage through history, the different styles of acting appropriate to the different kinds of stage. The importance of empathetic response from the audience.

6. Stage Fright

Discussion of what stage fright is, what induces it, and how to combat it. This discussion needs a light touch, and should emphasize that even famous speakers and performers suffer from the malady.

7. Pantomime: Individual and Group Presentations

- (a) Presenting an impression of a character through gesture and action (e.g., a feeble old woman, a confident politician, a girl reluctantly washing dishes).
- (b) Acting out a dramatic situation entirely without words (e.g., a driver receives a ticket for speeding, a salesgirl attends a fussy customer, several people in a theatre queue respond in different ways to a beggar's appeal).

8. A Dramatic Reading of a Scene

Preparing and presenting a scene in a play with stage movement and gesture, but without memorizing the parts.

9. A Speaker's Style

- (a) A study of the diction, sentence patterns, enunciation and delivery of various speakers. This investigation should be based on printed, recorded and "live" speeches. Outside the classroom students can be directed to listen to talks scheduled on radio and television. During the first lesson after this radio or television talk the class will discuss it under the teacher's direction.
- (b) Techniques of enriching one's vocabulary (e.g., keeping a personal list of new, useful words and phrases, using the Reader's Digest method of increasing word-power, owning and using a thesaurus, etc.). Although simplicity in diction is a good general principle, the speaker needs a broad vocabulary so that he may choose the right word with precision.

- (c) Making sure of correct pronunciation. One way that the teacher may help his students to extend their vocabulary is to review with them some of the words commonly mispronounced by announcers, sports and news commentators (e.g., controversy, comparable, combatant, suave, exquisite, formidable, naive).
- (d) Eliminating crudities of speech. As the students progress in the course, the teacher can tactfully help his students avoid offences against accepted usage.

10. Short Speeches Connected with Formal Occasions

Introducing a speaker, thanking a speaker, proposing a toast, replying to a toast, welcoming an honoured guest, presenting an award, accepting an award. The class should study written models of such speeches for their structure, and, if possible, listen to good sample speeches. Each student should compose and deliver at least one speech of each type.

11. Choral Reading

Improving voice, interpretive power and self-confidence through class discussion and choral reading of suitable poems (e.g., ballads, narrative poems such as those of Stephen Vincent Benet, and passages from the Bible).

12. Performing a Scene in a Play

- (a) Preparing and reading parts in a scene, including necessary action and stage business.
- (b) Memorizing the parts and enacting the scene without scripts. Scenes performed in this way should be brief so that several teams of actors can perform within a class period. It is important that each student have this experience as often as possible.
- (c) Constructive discussion and criticism of these presentations.

13. Panel Discussions

Panel and group discussions on topics of current interest, including topics drawn from the students' high-school studies. The teacher can use this speaking exercise to induce the reluctant speakers to say something. The organization of a panel, with its protective coloration of chairman and several other members, all seated, encourages an informal exchange of ideas. Before being organized into panels the class should learn the different ways in which a panel can function, the purposes of panel discussions, the duties of the chairman, and various methods of involving the audience in the discussion if desired.

14. Speeches to Inform and Speeches to Persuade

- (a) Classroom study of such speeches both in printed form and on records, noting distinctions between a speech intended to inform and one intended to persuade. Students should become critical listeners to all addresses that they hear, alert to a speaker's enunciation, variations

in his tone, volume and pace, as well as his diction and sentence patterns. If they can see the speaker, they should note whether or not his posture and gestures contribute to the effectiveness of his delivery. Almost any night in the week a television viewer may observe a speaker attempting to inform his audience on some subject, and sponsors' advertisements provide frequent examples of speakers attempting to persuade their listeners. School life itself gives many opportunities for the class not only to observe speakers trying to inform and persuade, but to participate in such speeches.

- (b) Preparing and delivering speeches. In the speech of persuasion the teacher should stress the importance of organization and specific evidence. Students should learn to suspect speakers whose main appeal is to the emotions.

15. Debating

- (a) Instruction in the conventions of debating, qualities of a debatable proposition (clarity of phrasing, definiteness of the terms used), organization of the debate brief, methods of presenting the negative and affirmative sides of the proposition.
- (b) Practice in debating.

16. Parliamentary Procedure

- (a) Instruction in the conventions observed in conducting democratic meetings.
- (b) Practice in holding meetings observing these rules. This part of the course might include attendance at a council meeting, or a session of the Provincial or Dominion House.

17. Presenting a Play

Preparing and presenting a one-act play or plays for a school assembly, or other performance outside of school hours. Since the purpose of the course is to help the student to develop poise and confidence in his ability to speak clearly before others, the accent should be on acting. Thus the teacher might be well advised to pick out one-act plays or scenes from longer plays, especially for assembly and classroom work, which require little assistance from costumes and sets. It is also important for classroom study, that the teacher divide the class into several casts, or teams of actors, so that everyone has a chance to perform.

Bibliography

The following list of reference books for the teacher will be supplemented later:

Acting - A Handbook of the Stanislavski Method. Crown Publishers,
Ambassador Books Ltd., 370 Alliance Ave., Toronto 9.

Jones, Winston E., A Guide to Effective Speech. Longmans, Toronto.

Craig, Alice E., The Speech Arts. Brett-MacMillan Limited, Galt, Ontario.

Robinson, Karl F., Teaching Speech in the Secondary School. Longmans, Toronto

Keltner, John W., Group Discussion Processes. Longmans, Toronto

Horner, J. F., Elements of Public Speech. D.C. Heath and Company, (Copp Clark Publishing Company, Toronto)

Cass, Carl B., A Manner of Speaking. G.P. Putnam's Sons, (Longmans, Toronto)

Markert, Edward, Speech for All. Allyn and Bacon Inc. (Macmillan of Canada, Toronto)

Cheney, Sheldon, The Theatre. Longmans, Toronto

The Oxford Companion to the Theatre. Oxford Press (a one-volume encyclopaedia of the theatre in all periods and all countries).

Chekhov, Michael, To The Actor. Harper Bros., New York (Musson Book Company Limited, Toronto)

School Drama. ed., Guy Boas and H. Hayden, Methuen and Company Limited, London, England. (The Ryerson Press, Toronto).

Melvill, Harold, Melvill's Complete Guide to Amateur Dramatics. Rockcliff Publishing Co., Salisbury Square, London, England (Smithers & Bonellie Ltd., 266 King St. W., Toronto)

Emil-Behnke, Kate, Speech and Movement on the Stage. Oxford University Press, Toronto

Ommanney, K.A., The Stage and the School. McGraw-Hill Book Company, Inc., Toronto

Problem Projects in Acting. Samuel French Inc., Toronto

Nelms, Henning, Play Production. Barnes and Noble Inc. (The Ryerson Press, Toronto)

Twenty-Four One Act Plays. Ed. John Hampden, J.M. Dent & Sons, Toronto

Fifteen American One-Act Plays. ed. Paul Kozelka, Washington Square Press (The Ryerson Press, Toronto)

Films:

On Stage - 30 minutes, black and white. An amateur group puts on a play.

The Performer - 2 parts, 30 minutes each, black and white. Part II includes interviews with well-known Canadian actors.

Both films are available from the National Film Board, Ottawa.

Cyrano de Bergerac - 10 minutes - Canadian Film Institute, 1762 Carling Avenue, Ottawa, Ontario.

Curtain Time in Ottawa - 15 minutes - Canadian Film Institute.

Four Ways to Drama - 35 minutes - Canadian Film Institute.

(For a list of films in Theatre Arts write "The Canadian Film Institute",
1762 Carling Avenue, Ottawa, Ontario).

Recordings:

For recordings to accompany the course in Speech and Drama, see listings under "Spoken and Miscellaneous" sections of long playing record catalogues. The Schwann catalogue, issued monthly, may be obtained from your local music store at 35¢, or from the following:

- (a) Promenade Music Centre,
83 Bloor Street West, Toronto
- (b) Sniderman Radio Sales and Service Ltd.,
714 College Street, Toronto
- (c) W. Schwann Inc.,
137 Newberry Street,
Boston 16, Massachusetts.

Some examples of the type of recording which will be useful in connection with the various aspects of the course are listed below:

Speeches:

Winston Churchill (Documentary) - Columbia Kl 5066

Great American Speeches - 2 records - Caedmon 2016

Drama

Album of Stars - Volumes 1 and 2 (ANTA) - Decca 90C2, Decca 9009

Volume 1 - Hayes, March, Gielgud, Le Gallienne; Volume 2 - Cornell, Aherne, Bankhead.

Recordings of scenes from modern plays.

Readings from Prose

Charles Dickens - Emyln Williams - London A-4221

Readings from Poetry - such as

Master Recordings in English literature - Columbia (Macmillan)
(Among the readers are C. Day Lewis, James Stephens, Dylan Thomas, John Laurie, Jill Balcon, V.C. Clinton Braddley, Cecil Truncer).

FOUR-YEAR PROGRAMME

Modern Literature Option, Grades 11 and 12

The content of this course is divided into two parts, one for Grade 11 and one for Grade 12. The books listed for Grade 12 generally contain ideas and themes better suited to the greater mental and emotional maturity of students in their graduating year. Students may take one or both years of the course. Those electing it in the second year need not have taken it in the first year. A school may introduce this option in either Grade 11 or Grade 12, or both.

The plays and novels, and the various groupings of them in the following outline are merely opening suggestions; teachers of this course may wish to introduce other groupings and other books of their own selection. However, careful judgment in this selection is most important. Before decision is reached upon any novel or play, either from the suggestions listed, or other choice made by the teacher, it should be re-read carefully to be certain that it contains no matter likely to affront the sensibilities of students or parents.

Since students who take this option will have to purchase several books, it will be advisable to avoid expensive editions. Many of the Canadian publishers now publish inexpensive paperback editions of famous works, or act as agents for other publishers. Before making a choice of plays, novels or other works, the teacher would be wise to consult catalogues of books available in inexpensive school or paperback editions. A list of some of the publishers and agencies from which the paperbound books may be obtained is appended to this course outline.

The course in Modern Literature will receive further study during the coming year. At present, for both grades, the course is divided into

three main sections - (1) Drama, (2) Novel, (3) Contemporary Prose, and into several units within each section. A year's work in either Grade 11 or 12 will consist of three units drawn from at least two sections. Thus, in Grade 11, the course might comprise two units from the drama section and one unit from the novel section, or one unit from each of the three sections.

Grade 11

Section 1. Drama

Unit 1 Plays for Stage and Television

Two or three of the following collections would provide the core reading for study and classroom discussion:

- (a) Television Plays, Chayefsky, Simon and Schuster (Musson Book Co.)
(Includes Marty, which was made into a successful movie).
- (b) 15 American One-Act Plays, ed. Kozelka, Washington Square Press (Musson Book Co.) (Includes one Famous radio play, Sorry, Wrong Number, and a play for television, Feathertop.)
- (c) Four Plays of Our Time, ed. Voaden, Macmillan
(One of the plays, Flight into Danger, was written for television.)
- (d) Patterns, Serling, Bantam Book Co.

The plays above might be compared in various ways: different technique employed by the dramatist who writes for television and the dramatist who writes for the stage; a comparison of characterization and plot in plays intended primarily to entertain, and in plays intended to make a serious comment on contemporary life; various methods of achieving dramatic effects, such as humour, suspense, surprise, symbolism, and pathos; similarity of theme, character, and plot in plays by the same author.

Although some of the plays will be studied extensively, with most or all of the reading being done outside of class, others will be rewarding through a fairly intensive classroom study, at least of important scenes. Dramatic readings of these scenes by both teacher and students, and a lively discussion of them, should form an important part of classroom study.

Unit 2

Plays of Family Life

The two following groupings would provide the core reading for study and classroom discussion:

- (a) Three Comedies of American Family Life, ed. J. Mersand, Washington Square Press (Musson Book Co.). (Includes I Remember Mama, and You Can't Take it with You.)
- (b) Two of three plays by Thornton Wilder, such as Our Town and The Matchmaker, The Bantam Book Co.

Other plays of family life could be added to extend the theme beyond the American scene (e.g. Uncle Vanya in Four Great Plays by Chekhov, Bantam Book Co., and The Blood Is Strong, Lister Sinclair, (The Book Society of Canada). The student may be referred to the school or community library for more extensive reading in plays that deal with conflicts faced by the family. A few representative titles are Ah Wilderness! A Raisin in the Sun, Awake and Sing, This Happy Breed and Cavalcade.

Unit 3

Plays about Heroes and Individualists

Two of the following groups of plays would make up the core reading for study and classroom discussion:

- (a) Three Plays about the Medical Profession, ed. J. Mersand, Washington Square Press. (Musson Book Co.). (Includes Ibsen, Enemy of the People; Kingsley, Men in White; Howard, Yellow Jack.)

A fourth play, giving a satirical treatment of the medical profession, is G. B. Shaw's The Doctor's Dilemma, Penguin (Longmans).

- (b) Three Dramas of American Individualism, ed. J. Merand, Washington Square Press. (Musson Book Co.). Includes Maxwell Anderson's Golden Boy, The Magnificent Yankee and High Tor.

A fourth play on this theme is D. Schary's Sunrise at Campobello, New American Library of World Literature.

- (c) Three Distinguished Plays about Abraham Lincoln, ed. J. Mersand, Washington Square Press. (Musson Book Co.). (Includes Van Doren's The Last Days of Lincoln; Drinkwater's Abraham Lincoln; Conkle's Prologue to Glory).

Other plays could supplement groupings (b) and (c) to increase the possibilities for comparison and extend the scene beyond America. A few suggestions follow:

Rattigan, Adventure Story, (a tragedy of Alexander the Great), Longmans
Sinclair, Lister, Socrates, The Book Society of Canada

Shaw, Caesar and Cleopatra, Longmans

Rattigan, The Winslow Boy, The Book Society of Canada

Shaw, Pygmalion, Longmans

Barrie, The Admirable Crichton, Clark Irwin

Sherriff, The Long Sunset (introduces the British hero, Arthur), Longmans

Rostand, Cyrano de Bergerac, Bantam.

Section 2. The Novel

Six is the number of novels suggested for any one unit in either the Grade 11 or the Grade 12 part of this section. The teacher may reduce or increase the number according to the difficulty and length of the novels, the units chosen in other sections, and the ability of the students electing this option.

The novels suggested in each unit are all available in inexpensive school or paperback editions. Very few of them cost more than one dollar; most of them range in price from thirty-five to ninety-five cents.

Grade 11

Unit 1. Famous Novels of Adventure

Bates, H.E., Fair Stood the Wind for France

Doyle, Conan, The Sign of Four

Haggard, Rider, King Solomon's Mines

G.K. Chesterton, The Innocence of Father Brown

Brickhill, Paul, The Great Escape
(autobiographical)

Doyle, Conan, The Hound of the Baskervilles

Mason, A.E.W., The Four Feathers

Wyss, Johann, The Swiss Family Robinson

Boulle, Pierre, The Bridge on the River Kwai

Defoe, Daniel, Robinson Crusoe

Ferber, Edna, Cimarron

Dana, R.H., Two Years Before the Mast

MacLennan, H., Barometer Rising

Ullman, J.R., Third Man on the Mountain

Shute, Nevil, No Highway

Shute, Nevil, Trustee from the Toolroom

These novels vary a great deal in historical and geographical setting, but they all have in common exciting events, skilfully contrived suspense, vivid setting, and interesting characters. One possible way of studying them is to group them in three pairs for comparison:

- (i) The Swiss Family Robinson and Robinson Crusoe
- (ii) No Highway and Trustee from the Toolroom
- (iii) The Great Escape and The Bridge on the River Kwai

Unit 2. Science and Fantasy in Modern Fiction

Wells, H.G., <u>The Invisible Man</u>	<u>Aspects of Science Fiction</u> ed. Doherty, (a collection of short stories) Longmans
Wells, H.G., <u>The Time Machine</u>	
Wells, H.G., <u>The First Men on the Moon</u>	<u>Science in Fiction</u> , ed. Bayliss, (Collection of short stories) Clarke Irwin
Wells, H.G., <u>The War of the Worlds</u>	
Verne, Jules, <u>From Earth to the Moon</u>	Lewis, C.S., <u>Out of the Silent Planet</u>
Verne, Jules, <u>All Around the Moon</u>	
Wyndham, John, <u>The Kraken Wakes</u>	Verne, Jules, <u>Twenty Thousand Leagues under the Sea</u>
Wyndham, John, <u>The Seeds of Time</u> (Collection of short stories)	Serling, Rod, <u>Stories from the Twilight Zone</u>
Hoyle, Fred, <u>The Black Cloud</u>	Doyle, Conan, <u>The Lost World</u>
Hudson, <u>Green Mansions</u>	
Hilton, <u>Lost Horizon</u>	
Bradbury, Ray, <u>Fahrenheit 451</u>	

One way of arranging these novels for study is to set them in two groups, (i) novels of fantasy, and (ii) novels of realism grounded in convincing scientific detail. Another possibility is to study the development of science fiction from Jules Verne and H. G. Wells to such writers as Rod Serling, John Wyndham and Ray Bradbury.

Unit 3. Famous Historical Novels

Edmonds, Walter, <u>Drums Along the Mohawk</u>	Forester, C.S., <u>Lieutenant Hornblower</u>
Orczy, <u>The Scarlet Pimpernel</u>	
Dickens, <u>A Tale of Two Cities</u>	Forester, C.S., <u>Mr. Midshipman Hornblower</u>
Dumas, <u>The Count of Monte Cristo</u>	Forester, C.S., <u>The Ship</u>

Fast, Howard, Spartacus

Sabatini, Scaramouche

Crane, Stephen, The Red Badge of Courage

Nordhoff and Hall, Mutiny on the Bounty

Nordhoff and Hall, Men Against the Sea

Doyle, Conan, The White Company

Dumas, The Three Musketeers

Forester, C.S., Death to the French

Cooper, James F., The Last of the Mohicans

Lytton, Lord, The Last Days of Pompeii

Sienkiewicz, H., Quo Vadis

Wallace, L., Ben-Hur

Douglas, Lloyd C., The Robe

These novels could be put into two or three groupings according to period (Drums Along the Mohawk, The Last of the Mohicans) or theme (Ben-Hur, Quo Vadis) or author (C.S. Forester, Nordhoff and Hall).

Unit 4. Coming of Age - Novels of Growing Up

Tarkington, Booth, Seventeen

Mitchell, W.O., Who Has Seen the Wind

Benson, Sally, Meet Me in St. Louis

Rawlings, The Yearling

Forbes, Kathryn, Mama's Bank Account

Wyss, The Swiss Family Robinson

Dickens, David Copperfield

Dickens, Great Expectations

Alcott, L. M., Little Women

Twain, Mark, Huckleberry Finn

Godden, An Episode of Sparrows

Connor, The Man from Glengarry

Hemon, Louis, Maria Chapdelaine

Kipling, Rudyard, Kim

Kipling, Rudyard, Captains Courageous

Skinner, C. O., Our Hearts Were Young and Gay

Stead, R. J. C., Grain

Novels on the theme of adolescents undergoing the pleasures and sufferings of growth tend to emphasize details of the environment where these experiences take place. Thus, the unit could consist of several novels, all different in locale and period. Another possibility is to choose three pairs according to general setting --- American, British, Canadian. There will still be great differences within each pair, but the grouping makes obvious certain useful comparisons.

Unit 5. Novels and Literature of the Sea

Hemingway, The Old Man and the Sea

Forester, C. S., Lieutenant Hornblower

Conrad, <u>Typhoon</u>	Forester, C.S., <u>The Ship</u>
Conrad, <u>Youth</u>	Forester, C.S., <u>Death to the French</u>
Conrad, <u>Lord Jim</u> ,	Masefield, John, <u>The Bird of Dawning</u>
Nordhoff and Hall, <u>Mutiny on the Bounty</u>	Dana, R. H., <u>Two Years Before the Mast</u>
Nordhoff and Hall, <u>Men Against the Sea</u>	Verne, Jules, <u>Twenty Thousand Leagues under the Sea</u>
London, Jack, <u>The Sea Wolf</u>	Heyerdahl, <u>The Kon-Tiki Expedition</u>
Melville, H., <u>Typee</u>	Carson, Rachel, <u>The Sea Around Us</u>
Monsarrat, <u>The Cruel Sea</u> (sch. ed.)	Carson, Rachel, <u>The Edge of the Sea</u>
Forester. C.S., <u>Mr. Midshipman Hornblower</u>	Carson, Rachel, <u>Under Sea Wind</u>

The sea novels might be grouped according to contrast (The Old Man and the Sea, Youth), and both similarity and contrast (The Ship, The Cruel Sea). Or the emphasis of the unit might be on the skill with which various authors depict human behaviour under the stresses of life at sea.

Section 3. Other Contemporary Literature

From four to six books is the number suggested for any one unit in either the Grade 11 or Grade 12 part of this section. The teacher may reduce or increase the number according to the length and difficulty of the books, the units chosen in other sections, and the ability of the students electing this option.

As is true for sections 1 and 2, all the titles listed in section 3 are currently available in school or paperback editions.

Grade 11

Unit 1. Autobiography and Travel

Autobiography

Thurber, James, My Life and Hard Times
Skinner, C. O., Our Hearts Were Young and Gay
Macdonald, Betty, The Plague and I
Twain, Mark, Life on the Mississippi
Frank, Anne, The Diary of a Young Girl

Travel

Mowat, Farley, Grey Seas Under
Scott's Last Expedition, (ex-
tracts from Scott's diary)
Shackleton, Sir Ernest, South
Rawicz, S., The Long Walk
Ommanney, F. D., South Latitude

Buck, Pearl, My Several Worlds

Herzog, Annapurna

Churchill, Winston, My Early Life

Schweitzer, A., On the Edge of the Primeval Forest

Hart, Moss, Act One

Keller, Helen, The Story of My Life

The teacher may wish to have the class study a unit in autobiography. If so, it is worth noting that each of the first four autobiographies listed contains a strong element of humour. It would also be possible to make up an interesting study pattern by combining some of the books in units 1 and 2; for example, two travel books of courage in defeat (Scott's Last Expedition, Annapurna); two humorous autobiographies (My Life and Hard Times, Our Hearts Were Young and Gay); and two books of strong conviction (Hiroshima, My Religion).

Unit 2

Science and Modern Thought

Packard, Vance, The Hidden Persuaders

Carson, Rachel, The Sea Around Us

Keller, Helen, My Religion

Carson, Rachel, The Edge of the Sea

Hersey, John, Hiroshima

Maeterlinck, The Life of the Bee

Carson, Rachel, Under Sea Wind

Calder, R., Medicine and Man

Bodsworth, F., Last of the Curlews

Grade 12

Section 1 - Drama

Unit 1 G. B. Shaw: His Thought and Art

From six to eight of Shaw's major plays would provide the core reading of this unit, including a study of the prefaces. All of Shaw's plays are available in Penguin books, and several of them, Pygmalion, Caesar and Cleopatra, The Doctor's Dilemma, were made into successful films. Students may use the school or community library to read more extensively in Shaw's work. Recorded performances of Shaw's plays, and records about Shaw are also available (see Schwann long playing record catalogue).

Unit 2. Ibsen: The Playwright as Critic

As with the plays of Shaw, six to eight of Ibsen's dramas would provide the basic works for study, with other of his plays for extensive reading. Collections of Ibsen are available in paperback (Bantam, Classic, Penguin) and an inexpensive hard-cover edition (Modern Library). Since there is a relationship between the work of Ibsen and Shaw, an alternative unit might be made up of three or four plays by each author, with apt lines of comparison drawn between the thought and dramatic technique of the two playwrights.

Unit 3. Great Tragedies

Six or eight of the world's great tragedies should suffice as core material for this unit. Both school and paperback editions provide many titles from which to choose. The paperbacks will be especially helpful in choosing Greek, European and modern tragedies. One possibility is a comparative selection from the Greek tragedians through Shakespeare to modern European and American tragedy.

Unit 4. Great Comedies

As with Unit 3, six or eight of the world's great comedies may provide the core material, with other plays for collateral reading. A possible basic text for this unit is Eight Great Comedies. New American Library (Mentor).

Unit 5. Twentieth Century Theatre

A selection of eight to ten modern plays could give some impression of developments in the theatre during this century. The teacher would have to choose with special care in this unit, since many modern dramas involve themes and language which bar them from most high-school classrooms.

Reference List for Drama Section

1. Books

Cheney, Sheldon, The Theatre, Longmans Green and Co.

Gassner, John, Masters of the Drama, McClelland and Stewart

Nagler, A. M., A Source Book in Theatrical History, McClelland and Stewart

Samachson, Dorothy and Joseph, The Dramatic Story of the Theatre and Let's

Meet the Theatre, Abelard-Schuman Canada, Ltd. Simple in style and profusely illustrated, these two books are more suitable for Grade 11 than Grade 12.

2. Periodicals

- (a) Theatre Arts, monthly 75¢, reduced subscription rates for classes of twelve or more. Subscriptions: Theatre Arts, 1545 Broadway, New York 36, N.Y.

Features: (i) A complete current play, American, British, or European.
(ii) Theatre on Discs: monthly review of current poetry and drama releases of record companies.
(iii) Theatre Arts Bookshelf: reviews of current books on theatrical and related subjects.
(iv) Critical essays by recognized authorities on the theatre and plays.

- (b) Theatre World, British monthly, 35¢. Subscriptions: 1 Dorset Building, Salisbury Square, Fleet Street, London, E.C.4.

Features: (i) Digests of plays and some scenes in full.
(ii) Many photographs of current British drama.
(iii) Critical reviews.

3. Records

There are long-playing recordings of many well-known plays, from Sophocles to Arthur Miller, and the teacher of this course will find a record catalogue indispensable. The best known is the Schwann Long Playing Record Catalogue, on sale each month in most record stores.

4. Films

Some of the world's great plays and many modern plays have been made into movies. To find out if such films are available and may be rented, the teacher should enquire at one of the following distributors:

- (a) Sovereign Film Distributors Ltd., 277 Victoria Street, Toronto
(b) Twentieth Century-Fox Corporation Ltd., 110 Bond Street, Toronto.

Grade 12

Section 2. The Novel

Unit 1.

Novels of Social Comment

Steinbeck, John, The Pearl

Marquand, J. P., Point of No Return

Koestler, Arthur, Darkness at Noon

Marquand, J. P., H. M. Pulham Esq.

Paton, Alan, Cry, the Beloved Country

Dickens, Oliver Twist

Callaghan, Morley, More Joy in Heaven

Fitzgerald F. S., The Great Gatsby

Galsworthy, John, The Man of Property

Lewis, Sinclair, Babbitt

Miller, Arthur, Focus

Stowe, Harriet Beecher, Uncle Tom's Cabin

MacLennan, H., Two Solitudes

Wells, H. G. Tono-Bungay

Snow, C. P., Conscience of the Rich

Balzac, Old Goriot

Pasternak, B., Dr. Zhivago

Balzac, Eugenie Grandet

Norris, Frank, The Octopus

Shute, Nevil, On the Beach

Cronin, A. J., The Citadel

Lewis, Sinclair, Kingsblood Royal

The critical comment on life in their times offered by the authors of these novels varies greatly in method and tone, from the black and white simplicity of Harriet Beecher Stowe to the sophisticated subtleties of J. P. Marquand. A feasible arrangement is a chronological one to follow the development of this type of novel. Another is according to theme: for example, novels that protest racial injustice (Focus, Cry, the Beloved Country, Uncle Tom's Cabin), or novels that criticize greed in society (The Octopus, The Pearl, Eugenie Grandet). Yet another study pattern is the grouping of novels written by authors from different countries (Pasternak, Paton, McClellan, Balzac, Dickens, Koestler).

Unit 2.

Satirical Novels

Orwell, George, Animal Farm

Voltaire, Candide

Lewis, Sinclair, Babbitt

Leacock, Sunshine Sketches of a Little Town

Waugh, E., The Loved One

Marquand, J. P., Point of No Return

Waugh, E., Scoop

Lewis, C. S., The Screwtape Letters

The study of satirical novels will involve a comparison of satiric purposes and methods. Some satires are fanciful and even gentle (Sunshine Sketches of a Little Town), some are allegorical (Animal Farm), some are harsh and realistic (Babbitt), some are so sad and subtle as to be on a middle ground between satire and social comment. Perhaps Point of No Return does not merit the term satire at all. An alternative unit could be a choice of six novels of social criticism, three of which employ satire, and three others which do not. The study approach would be a comparison of authors' methods, considering such aspects as character, situation, and development of theme.

Unit 3. Novels of Psychology and Symbolism

Bronte, C., <u>Jane Eyre</u>	Wilder, Thornton, <u>The Bridge of San Luis Rey</u>
Bronte, E., <u>Wuthering Heights</u>	James, Henry, <u>Washington Square</u>
Hardy, T., <u>The Return of the Native</u>	Golding, William, <u>Lord of the Flies</u>
Hardy, T., <u>The Mayor of Casterbridge</u>	du Maurier, Daphne, <u>Rebecca</u>
Stevenson, R. L., <u>Dr. Jekyll and Mr. Hyde</u>	Eliot, George, <u>Silas Marner</u>
Wilde, Oscar, <u>The Picture of Dorian Gray</u>	Clark, Walter Van Tilburg, <u>The Ox-Bow Incident</u>
Conrad, <u>Heart of Darkness</u>	Maugham, Somerset, <u>The Razor's Edge</u>
Austen, Jane, <u>Pride and Prejudice</u>	Douglas, Lloyd C., <u>Magnificent Obsession</u>
Koestler, Arthur, <u>Darkness at Noon</u>	

An interesting unit might be made up of novels that deal with the theme of good versus evil (Dr. Jekyll and Mr. Hyde, Heart of Darkness, Darkness at Noon, Wuthering Heights, The Picture of Dorian Grey).

The novels chosen might also be divided into two main types, those using realism (Darkness at Noon, Pride and Prejudice, Washington Square, The Ox-Bow Incident), and those introducing symbolism, the supernatural, and allegory (Wuthering Heights, Dr. Jekyll and Mr. Hyde, The Picture of Dorian Grey).

Unit 4. Classics in the Novel

Dickens, <u>Great Expectations</u>	Bronte, E., <u>Wuthering Heights</u>
Dickens, <u>Bleak House</u>	Melville, H., <u>Moby Dick</u>
Dickens, <u>Dombey and Son</u>	Conrad, J., <u>Lord Jim</u>
Hardy, T., <u>The Mayor of Casterbridge</u>	Balzac, <u>Eugenie Grandet</u>
Hardy, T., <u>The Return of the Native</u>	Balzac, <u>Old Goriot</u>
Dostoevsky, <u>Crime and Punishment</u>	Goldsmith, Oliver, <u>The Vicar of Wakefield</u>

Dickens, A Tale of Two Cities

Eliot, George, Silas Marner

Thackeray, Vanity Fair

Eliot, George, The Mill on the Floss

Twain, Mark, Huckleberry Finn

The novels chosen might be grouped according to likenesses and differences, or they might not be grouped at all, except as classics in the novel form. The emphasis would then be on determining why each is considered a valued example of the world's heritage of great literature.

Grade 12

Section 3 - Other Contemporary Literature

Unit 1.

Biography

Beckhard, Arthur, Albert Einstein

Bishop, The Day Lincoln Was Shot

Chavewood, Lord, Abraham Lincoln

Lamb, Charles, Hannibal

Barnett, Lincoln, The Universe and Dr. Einstein

Lamb, Charles, Genghis Khan

Fischer, Louis, Ghandi

Clapesattle, H., The Doctors Mayo

Curie, Eve, Madame Curie

Washington, Booker T., Up from Slavery

As with the Grade 11 part of this section, the teacher may wish to combine some books of science and modern thought with suitable biographies: for example, two or three thoughtful books about the problems faced by modern man (The Lonely Crowd, Man in the Modern World, The Public Philosophy), and two or three biographies of great modern thinkers (Ghandi, Albert Einstein, Madame Curie).

Unit 2.

Science and Modern Thought

Gardner, M., Great Essays in Science

Smith, H., The Religions of Man

Conant, James M., On Understanding Science

Lippman, Walter, The Public Philosophy

Durant, Will, The Story of Philosophy

Whitehead, A. N., Science and the
Modern World

Riesman, D., The Lonely Crowd

Hoyle, Fred, The Nature of the
Universe

Adler, Mortimer J., Great Ideas
from the Great Books

Texts:

In addition to publishers' catalogues which list school editions of some of the books suggested, catalogues of paperbound publications may be obtained from

- (a) Longmans of Canada, Paperback Division, 20 Cranfield Rd., Toronto 16.
- (b) S. J. Reginald Saunders and Company Limited, 266 King St. West, Toronto 2B.
- (c) McClelland and Stewart Limited, 25 Hollinger Rd., Toronto 16.
- (d) Musson Book Company Limited, 103-107 Vanderhoof Avenue, Toronto 17.

FOUR-YEAR PROGRAMME
BUSINESS AND COMMERCE BRANCH

Suggestions to Teachers

English is vital to the general development of the pupils and is, therefore, the direct concern of every teacher. Pupils should learn to express themselves with precision, clarity, and conciseness. Cultural development and creative ability should, however, not be overlooked in a composite course designed to promote good citizenship in a democracy.

Pupils should have as wide an experience with good reading as possible in order to acquire a basis of taste and judgment. They should learn to identify the sensational, meretricious, and the mawkish in newspapers, periodicals, books, and television programmes. The English literature course should, therefore, stress modern reading with enough experience of suitable classics to provide background.

The course in Literature will be similar to that of the Arts and Science Branch. Since selection of texts is important for a rich and enjoyable course, however, teachers are urged to select texts of particular interest and significance to their pupils. These will also be chosen with a view to developing a good, sequential programme of literature study from Grades 9-12.

The course in composition, language, and business correspondence in Grades 11 and 12 gives the pupils much more than a course in the mechanics of letter-writing and practice in writing letters of all types. More demanding and complex assignments require precision in thought and language, organization, and discrimination within a wide

range of language use. Students with a sound knowledge and understanding of good English in general will find little trouble in learning to use good English in a particular situation, namely in the business letter. In Grade 12 most of the subject matter should be taken from actual business and should stress the purpose, importance, and composition of the business letter.

Spelling and vocabulary study are important phases of the English course in all grades. Each teacher should concentrate on the meaning and spelling of the words found in the specialized vocabulary of his subject. In the spelling classes emphasis should be placed on the correct spelling of common words and on the vocabulary common to all types of business. The pupil should keep a list of difficult words drawn from his own written assignments. NOMA spelling lists are very useful. In order that the use of the dictionary will become a life-long habit, constant attention should be given to the importance of using the dictionary in all written assignments.

It is recommended that the 7-period allotment of time be divided as follows: literature, 3 periods; spelling and vocabulary study, 1 period; composition and oral work, language study and business correspondence, 3 periods. Since emphasis on good oral communication is an important phase of all classroom work, the organization should be flexible in order to allow the teacher to integrate particular types of oral work with both literature and composition classes (e.g., dramatic presentations, panel discussion, individual reports or talks on outside reading, etc., as well as the more formal aspects of public speaking as suggested for Grades 11 and 12). A teacher can integrate

the aspects of the English literature and composition course most successfully when he teaches the complete course as outlined. All work in typing, shorthand and transcription, composition and business correspondence should be carefully co-ordinated through cooperation between the Heads of the Commercial and English Departments. If separate periods are set aside for the business correspondence phase of the composition course in Grades 11 and 12, the work should be planned to avoid unnecessary repetition of topics on the composition and language course of study. Since letters and reports should be submitted in typewritten form, where facilities are available some composition classes may be in the typing room.

COURSES OF STUDY AND SUGGESTED TEXTS

FOUR-YEAR PROGRAMME

BUSINESS AND COMMERCE BRANCH

English Literature, Grade 10

The course in English literature should be organized to provide the continuity and sequential development previously determined by the teachers for the four years of study. In the field of the novel, for example, a well-balanced course from Grades 9-12 will include a choice of novels which embrace various types, such as historical (different historical backgrounds), novels of ideas and manners, or those built around social and psychological themes. Comparison gives perspective and enlarges horizons.

Emphasis on the dramatic approach to the study of the play should be continued. (See suggestions made on pages 3 - 5.)

References to memorization and the supplementary or independent reading programme for this Branch are included on pages 6 - 7.

The course in literature will include a study of

(a) A Shakespearian play

The following plays may be found especially suitable for study in this grade:

The Merchant of Venice, As You Like It, Julius Caesar (good classes of boys).

(b) A collection of short stories such as the following:

A Harvest of Short Stories, Longmans; Invitation to Short Stories, Macmillan

(c) A collection of poetry, such as

Invitation to Poetry. Macmillan

Poems Chiefly Narrative. Dent

Lyrics and Longer Poems. Macmillan

Word Magic. McClelland & Stewart

(d) Two novels (one to receive extensive treatment), such as

Faulkner, Moonfleet.

Dickens, Great Expectations.

Curwood, The Plains of Abraham.

Heyerdahl, The Kon-Tiki Expedition. Pocketbook.

Hayes, The Land Divided.

Hayes, Treason at York.

Collins, The Moonstone.

Williams, The Wooden Horse. Berkley

London, Call of the Wild. Pocketbook.

Nordhoff and Hall, Mutiny on the Bounty.

Nordhoff and Hall, Men Against the Sea.

Laforge, Laughing Boy. Pocketbook.

Mowat, Gray Seas Under. Ball

Stewart, Fire. Ace

Orczy, The Scarlet Pimpernel. Pyramid

Brickhill, Dam Busters.

Clausterman, Flames in the Sky.

Wells, The Invisible Man.

Doyle, The Lost World.

Altshelar, Hunters of the Hills.

Shute, Pied Piper.

Steinbeck, The Red Pony.

Sutcliff, Eagle of the Ninth.

A novel from the Grade 9 list.

NOTE: The above lists are not meant to be exhaustive. Teachers should review a book carefully in order to choose the book which will interest the boys or girls in a particular class. At least one of the two books chosen should be a novel, rather than travel or biography.

Two or three carefully selected modern one-act plays may be added to the course of study if time permits.

Emphasis may be continued on remedial or developmental reading, particularly in the fall term. Reference texts and materials for the reading programme are included with the Grade 9 courses.

BUSINESS AND COMMERCE BRANCH

Composition and Language Study, Grade 10

The course of study in English for the Four-Year Programme of the Business and Commerce Branch will be largely the same as that of the Five-Year Programme. Teachers are advised to follow these courses with modifications in English composition to suit the needs of the pupils. Oral work such as panel discussions or debates will be valuable to the pupils in this branch only if the topics are relevant to the studies, interest, and experience of the pupils. Spelling and word study should continue to follow the suggestions made for Grade 9. Practice in business letter-writing should be centred around situations within the pupils' experience, e.g., topics arising from school activities, applications for work as camp counsellors, or other summer work. Expositions required should be simple and brief, the assignments designed to develop precision, conciseness, and clarity of expression. Topic number 6 (Second Term) should, therefore, be deleted.

Outlines in composition are divided into terms for the guidance of the teacher and suggest the amount of work which a teacher will cover with an average class. Teachers will, however, suit the order and difficulty of work to their own pupils.

Suggestions to the Teachers of Grades 11 and 12

The course of study in English literature will be essentially the same as that of the Arts and Science course outlined on previous pages. A wise selection of texts will provide for differences in interest between girls' and boys' classes and will lead to the

achievement of the objectives for these classes: the development of taste and judgment through wide experience in the reading of books, newspapers and periodicals. The English literature course, and choice of supplementary reading, should, therefore, include modern reading with enough experience of suitable classics to provide background.

Since three periods per week in this Branch are designated for the study of English literature, teachers will organize available teaching time to give some emphasis to each of the aspects of the course. Only certain selections will be read in an anthology of prose or poetry. Intensive study of certain core parts of the course will ensure depth in teaching, and independent reading and extensive study of others, breadth. Good correlation between literature, and composition and language classes, and between all phases of the work and the supplementary reading programme, is essential to a well-integrated programme of studies.

BUSINESS AND COMMERCE BRANCH

English Literature, Grade 11

The Grade 11 English literature course will include the study of a Shakespearian play, a modern play or one-act plays, a novel or novels, a collection of poetry, and prose selections. See suggestions for Grade 11 texts on pages 54 - 57.

Wide use of selected recordings, and other aids, is recommended for all schools. Although the teacher's own scholarship, enthusiasm, and approach to the lesson are of prime importance, audio-visual aids are a powerful ally.

Supplementary Reading

Pupils should be encouraged to include in their independent reading programmes a combination of good classics and more modern titles. While some free choice should be given, pupils require guidance each year to ensure the inclusion of books which should form a part of the reading experience of all pupils before graduation from secondary schools.

Department heads should make the number to be assigned as outside reading for the year a matter of judgment, after consultation with the supplementary reading requirements of other departments in the school. Emphasis should be given to the value of reading rather than to a minimum number of books. As a general rule, however, a minimum requirement of eight books, other than those studied in the classroom, is recommended and, in addition, pupils should be encouraged to read as widely as their capabilities and interests will allow. Not more than three of the minimum required number of

books should be chosen from any one class, e.g., fiction, biography, science.

The testing of supplementary reading by means of a long written report, or other routine method, should be discouraged since this practice defeats the aim of a good independent reading programme, the encouragement of wide reading which the pupil will enjoy throughout life. Oral book discussions, and short oral recommendations by pupils of books which they have enjoyed, are very effective in encouraging wider reading.

When written reports are considered necessary, they should be short personal criticisms and not mere summaries. The book review, demanding some discrimination and judgment, should be taught each year, and one assignment made in correlation with the composition and literature programme. Good book reviews in current magazines and newspapers form excellent background for discussion of both reading and writing.

A minimum of about one hundred and fifty lines should be memorized by each pupil. Part of the memory work may be prose, or dramatic presentation, and if the teacher wishes, some passages may be chosen by the pupils themselves.

BUSINESS AND COMMERCE BRANCH

English Composition, Business Correspondence, and Language Study, Grade 11

This course has been outlined according to terms to give assistance to the teacher in organization, and to underline the importance of the integration of the various aspects of the work during each term.

As stated in the foreword to the Business and Commerce Programme the course in composition, language, and business correspondence in Grades 11 and 12 gives the pupils much more than a course in the mechanics of letter-writing and practice in writing letters of all types. More demanding and complex assignments require precision in thought and language, organization, and discrimination within a wide range of language use. Students with a sound knowledge and understanding of good English in general will find little trouble in learning to use good English in a particular situation, namely in the business letter. In Grade 11, as far as possible, practice in letter-writing should be built around pupil and school activities. In Grade 12 most of the subject matter should be taken from actual business and should stress the purpose, importance, and composition of the business letter.

All work in typing, shorthand and transcription, composition and business correspondence should be carefully co-ordinated through cooperation between the Heads of the Commercial and English Departments.

First Term

1. The planning and writing of short essays: description and exposition
 - (a) Principles of paragraph structure and development
 - (b) Writing, discussion, re-writing
 - (c) Types of sentences: effects produced by loose, periodic, balanced sentences; parallel structure.

2. (a) The study of clausal analysis and grammar as an aid to good sentence structure and the effective expression of thought. The application of the principles of grammar to the achievement of correct usage in oral and written communication. Study, where necessary as an aid to clear and accurate expression, of the nature and functions of words or phrases in sentences.

NOTE: Writing will improve in accuracy, exactness, or effectiveness of structure only if this study is based on examples taken from pupils' work rather than on isolated textbook exercises. The latter will be used as supplementary remedial work with certain students when necessary.

- (b) Punctuation: review, emphasizing the weaknesses found most frequently in the pupils' written work.
 - (c) Elimination of incorrect constructions found in the pupils' work, including incorrect use of verbals.
3. Essays: expository, descriptive narrative
 - (a) The study of models
 - (b) Planning and organization of material
 - (c) The use of transition words and phrases to promote smooth transition between paragraphs.
 - (d) Writing in class under supervision
 - (e) Reading, discussion and revision
 4. Planning and writing of well-organized answers to questions on the literature texts, such as, character studies; discussion or explanation of two points of view; an appreciation of interesting elements in a story, novel, or poem.
 5. Oral Work: such as simple reports; introduction of speakers; expressions of thanks; panel discussions of supplementary reading books, or novels studied in class; T.V. programmes.
 6. Spelling and word study
As in earlier grades, a text and the pupil's own list should help him master both familiar and unfamiliar vocabulary.

Second Term (January, February, March)

1. Précis Writing
 - (a) Principles of précis writing
 - (b) Practice in précis writing as an aid to the development of comprehension, and precision in thought and expression.
2. The planning and writing of narratives, descriptions, and expositions. Continued application of principles studied in the fall term: an appreciation of effective sentence and paragraph structure; special techniques employed by good writers; the precision, conciseness, and vitality provided by choice of appropriate and exact diction.

3. Oral Work, including public speaking in general:
 - (a) Introducing a visitor
 - (b) Thanking a speaker
 - (c) Organizing a business meeting
 - (d) Reports on visits to business firms
 - (e) Informal reports on new books in the library and recommendations to other students.
 - (f) Debates on topics within the experience of the pupils.

NOTE: The tape recorder is an important aid in assisting the pupil to assess his own speech habits.

4. Spelling and Word Study

Third Term

1. A short book Review
2. Précis Writing
3. Study and writing of simple types of business letters:

Letters making requests and inquiries; replies to requests and inquiries, order letters; acknowledgment of orders; letters of remittance; acknowledgment of remittances; letters asking for an adjustment; simple letters of application.

Emphasis on effective sentence construction; the choice of exact and effective letter tone.

4. Further work in the planning and writing of essays.
(Some of the writing may again be correlated with literature study.)
5. Reports of minutes and meetings. (These should be minutes of actual meetings such as class meetings, assemblies, etc.)
6. Spelling and word study.

BUSINESS AND COMMERCE BRANCH

English Literature, Grade 12

Since Grade 12 completes the secondary school course for many pupils, the teacher of this grade has a particular responsibility in encouraging and guiding the emotional response of the pupils to literature, and in leading them to understand and enjoy what great literature offers. The teacher's power to communicate enjoyment of what is best in literature will influence deeply the future tastes and reading habits of the pupils.

The Grade 12 English literature course will include the study of a Shakespearian play, two novels, an anthology of poetry, selections from a book of prose. A modern play or other prose work may be added if time permits.

BUSINESS AND COMMERCE BRANCH

Composition and Language Study, Grade 12

A specific aim in Grade 12 should be the expression of carefully considered ideas in precise, clear, correct English. In addition, effectiveness of the presentation of ideas, and courteous effective letter tone should be developed. Seventy-five percent of the time should be devoted to the various aspects of writing and business correspondence as opposed to the mechanics of writing. Remedial work in sentence construction, punctuation, and grammar will be introduced when the need is apparent.

Fall Term

1. Short Essays:
 - (a) Study of models

- (b) Organization and writing
- (c) Marking and revision

2. Business Letter Writing:

(a) Principles of business letter-writing continued from Grade 11

- (i) Purpose and importance
- (ii) Form and arrangement
- (iii) Characteristics of good business letters
- (iv) Avoidance of stereotypes

(b) Writing of:

- (i) Letters of request - leading to business relations
 - routine inquiries
 - requests that will benefit the writer only
 - requests for special favours
 - requests for credit information
- (ii) Replies - granting requests
 - refusing requests
- (iii) Orders and acknowledgment of orders
- (iv) Letters accompanying and acknowledging remittances

3. Oral Work

4. Spelling and word usage

Winter Term

1. Business Letter-Writing

- (a) Letters of complaint and adjustment - where the complainant is justified
 - where the complainant is not justified
 - where both are to blame
- (b) Collection Letters
- (c) Sales and Advertising Letters

NOTE: Except as a composition exercise and as an analysis of advertisements, a great deal of time need not be spent on sales letters.

(d) Circular and Form Letters

2. Planning and writing the longer essay. This writing gives good opportunity for correlation with the study of literature and with outside reading.

3. Précis writing - further study and application of principles; emphasis on passages of exposition and argument.

4. The writing of reports on business situations, interviews, or visits.
5. Logic and Argument. Written and oral work.
6. Spelling and word usage.

Spring Term

1. Business Letter-Writing

- (a) Letters of application - without data sheet
 - with data sheet
- (b) Letters of introduction, reference, and recommendation
- (c) Social letters - congratulation, appreciation, condolence,
 formal invitation and acceptance, announcements.

2. Minutes and reports of meetings

3. Additional exercises should include

- (a) The writing of memoranda
- (b) Letters written from detailed instructions or written memos.
- (c) Composition of letters at the typewriter
- (d) Impromptu dictation of simple letters.

Texts and Reference Books

For pupils in Grades 11 and 12 of the Business and Commerce Branch two texts are recommended: a general composition text approved for use in all Grade 11 or 12 classes (Circular 14), and a text which gives added attention to business correspondence, such as

Warner, Business Letter Writing and Applied English. Pitman
(Exercises in Effective English Expression may be obtained for use
with Part 2 of above text.)

Waugh, Modern Business Letters. Pitman
Fowler, Speaking and Writing. Ryerson

Other texts or reference books such as the following should be on the classroom shelf for the pupils' use:

Hagar, Stewart, Hutchison, Business English and Letter Writing.
McGraw-Hill

Warner, Canadian Commercial Correspondence. Pitman

Wallace and Brown. Language and Letters. Pitman

Shurter. Effective Letters in Business (2nd Ed.) McGraw-Hill

Mayo, Communications Handbook for Secretaries. McGraw-Hill
Guide to writing and speaking.

Shurter, Written Communication in Business. McGraw-Hill

An advanced book suggested for college level or for those who are presently engaged in business careers.

C.C. Parkhurst, Business Communication for Better Human Relations.
Toronto University Press bookstore

A.P. Herbert, What a Word. Ryerson
An attack on pompous prose. Excellent section on
business jargon.

Thorndike, Dictionary of Canadian English. Gage
(Senior dictionary 9 - 13 available January 1964)

FOUR-YEAR PROGRAMME
SCIENCE, TECHNOLOGY AND TRADES BRANCH

Suggestions to Teachers

The first objective in teaching English to any group of students is to develop an appreciation of literature and reading which will enrich their lives and contribute to their cultural growth throughout life. Technical students need to be helped toward this achievement perhaps more than some others, particularly those among them who show a potential aptitude for the subject, although perhaps faltering and tentative.

Since the students in this programme are unlikely to undertake further academic studies beyond the Grade 12 level, a four-year programme in English must stress the development of their ability to understand clearly ideas expressed in written form, whether they be instructions, points of information, statements of theory, opinions, or the thoughts and feelings of the writer.

Emphasis should also be given to the development of their ability to express themselves clearly, accurately, and logically in both written and spoken English so that they may be understood by others. Regular, frequent, well-planned practice in writing for every student throughout the school year is of supreme importance.

Emphasis should be placed on speaking and writing with a purpose rather than on exercises in a textbook concerned with only the mechanics of expression.

Generally speaking, students who elect this programme make slower progress than those in arts and science courses in their advancement toward the above-mentioned goals, but their sometimes surprising wealth

of ideas and their unconcealed enthusiasm when their interest is caught should provide encouragement for the teacher whose patience and understanding are necessary contributions to the desired success.

Courses in both composition and literature should give emphasis to the needs and interests of the students. They should provide the opportunity for pupils to participate in a variety of oral work in order to develop greater fluency, confidence, and poise. The habit of critical listening should be developed. A study of radio and television programmes, for example, will foster critical listening to commercial and political propaganda.

Emphasis is recommended on the wide use of audio-visual aids, such as, recordings of plays, poetry and speeches, films, the tape recorder, pictures, newspapers, periodicals, and magazines, to sharpen interest and curiosity and to stimulate critical thinking, reading, viewing, and listening. See Television and the Teaching of English. Postman (N.C.T.E. - \$1.00).

A careful choice of literature texts to suit the interests of boys taking technical courses is of prime importance in this Branch. English literature texts should be chosen carefully according to a well-planned sequence for four years, and the interest, abilities, and reading level of the pupils. In the field of the novel, for example, a well-balanced course from Grades 9-12 will include a choice of novels which embrace various types, such as historical (different historical backgrounds), novels of ideas and manners, or those built around social and psychological themes. In choosing a historical novel, teachers of English will be well advised to discuss with the history teacher the pupils' background in history at each grade level. Short stories in Grades 9 and 10 are recommended for study at

the beginning of the fall term.

In deciding upon the core programme in English literature it is also recommended that teachers give careful thought to the number of periods available for each phase of the work, and that the number of selections from a book of short stories, or poetry, or a book containing scenes from Shakespeare will be chosen in order to give ample time for pupils to discuss important and interesting features which capture their attention. A teacher should also allow himself time for correlating through discussion other subjects studied by the pupils, and other interesting oral and written work, involving the use of the tape recorder, the playing of good recordings of literature, and other aids. In the study of English literature it is important to avoid a hurried treatment which discourages the pupil and lessens his enjoyment and appreciation and, on the other hand, the laboured treatment which dulls the pupil's interest.

A minimum of 100-150 lines should be memorized by the pupils. Part of the memory work may be prose or dramatic presentations, and if the teacher wishes, some passages may be chosen by the pupils themselves. Passages with good strong rhythm are recommended for first assignments.

Supplementary Reading.

In the lower grades pupils should first be encouraged to read books and magazines by modern writers which they can readily understand and enjoy. Stories and novels on the course for class study should stimulate interest in others on a similar or contrasting theme. Frequent reference to interesting books should be made in all classes

in correlation with the various aspects of the English course, and pupils should be encouraged to talk informally about books they have enjoyed. One period a week should be set aside for independent reading in the library, or classroom, and at least one period a month for the informal discussion and recommendations of books read. Oral book discussions, and short oral recommendations by pupils of books which they have enjoyed, are very effective in encouraging wider reading.

One, or more, of the non-fiction books, or magazines read should deal with a subject related in some way to the shop subject on the curriculum.

The testing of supplementary reading by means of the long written report, or other routine method, should be discouraged since this practice defeats the aim of the independent reading programme, the encouragement of wide reading which the pupil will enjoy throughout life. When written reports are considered necessary, they should not be mere summaries, but should give the pupil's personal reactions (favourable or unfavourable) to the book. The study of well-written book reviews from current magazines and newspapers, and the assignment of at least one book review to be written by the pupils will be a part of each year's course.

As in other programmes, the number of books to be assigned as outside reading for the year should be a matter of judgment. The supplementary reading requirements of other departments in the school will have some bearing on the decision, and emphasis will be given to

the value of reading rather than to a minimum number of books. As a general rule, however, a minimum requirement of eight books, other than those studied in the classroom, is recommended and, in addition, pupils should be encouraged to read as widely as their capabilities will allow.

COURSES OF STUDY AND SUGGESTED TEXTS

FOUR-YEAR PROGRAMME

SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Literature, Grade 10

A study of:

- (a) A collection of short stories, or a book of prose, such as
- McGillivray and Willis, Invitation to Short Stories. Macmillan
- Langford, A Harvest of Short Stories. Longmans
- Huffman, Fifteen Stories. McClelland and Stewart
- Scotland, Life and Literature Today. Part II
- (b) A play by Shakespeare, or a collection of scenes from Shakespeare, such as
- Langford, Shakespearian Festival. Longmans
- Peat, Presenting Shakespeare.
- Davies, Shakespeare for Young Players. Clarke Irwin
- The Merchant of Venice
- Julius Caesar
- (c) A collection of poetry, such as
- Gill and Newell, Invitation to Poetry. Macmillan
- Swayze, Our Heritage. (anthology of poetry and prose). Macmillan
- (d) A novel, or novels, such as
- Faulkner, Moonfleet.
- Buchan, Prester John.
- Buchan, Greenmantle.
- Buchan, Salute to Adventurers.
- Collins, The Moonstone.

Hayes, Treason at York.
Curwood, The Plains of Abraham.
Haggard, King Solomon's Mines.
Shute, The Pied Piper.
Wells, The Invisible Man.
Doyle, The Lost World.
Altshelar, Hunters of the Hills.
London, Call of the Wild.
Williams, The Wooden Horse.
Kipling, Captains Courageous.
Twain, The Adventures of Tom Sawyer.
Orczy, The Scarlet Pimpernel.
Dickens, Great Expectations.
Brickhill, Dam Busters. (Sch. Ed.)
Clausterman, Flames in the Sky.
Heyerdahl, Kon-Tiki Expedition.

NOTE: The above lists are not meant to be exhaustive

1. The novel chosen for study should be one which rouses the interest of the boys by its action, suspense, and excitement. It should, however, be a book which merits a closer examination than mere cursory reading. Pupils will learn to enjoy a book for more than just the good story if they are given time and encouragement.
2. Extensive reading and study of a second novel, or other prose book, is recommended if time permits. Otherwise, extensive reading should be encouraged through the supplementary reading programme and written assignments which give pupils practice in learning to read and interpret questions, and in composing correct, appropriate answers. Books like The Wooden Horse by Williams, and Kon-Tiki Expedition by Heyerdahl are good choices for more extensive reading and study.

3. The study of the Shakespeare play, or scenes from Shakespeare, should stress plot and character, and any other interesting dramatic elements. The use of recordings and dramatization of chosen scenes should be an inherent part of lesson organization in order to stimulate lively interest. Language difficulties should be played down and should have no part in examination questioning. A maximum of six weeks is considered ample time to spend on this phase of the course of study with boys taking technical courses. Summaries of Shakespeare's tales by Marchette Chute, Clarke Irwin and by Charles and Mary Lamb, Dent are often helpful. It is suggested that this phase of the course be studied during the last term.

Two or three modern one-act plays from a collection such as Voaden's On Stage may be added if time permits and books are available.

4. The poems chosen should, for the most part, be of the narrative variety, but some lyric poems carefully chosen may be included. Poems expressing a single dominant mood with immediate impact on the reader are likely to be successful with pupils of this grade.

Interesting poems, drawn from the teacher's own collection, other than those appearing in any one text, should be used to supplement the text.

5. An additional set of prose books should be added to the English library as soon as possible so that the teacher has plenty of interesting reading available for the classes.
6. Regular, well-planned practice in writing answers to questions in English literature, and careful checking and correction of these answers, are essential to the development of the pupil's ability to express himself clearly.
7. Recommendations made for supplementary reading suggest that at least one of the non-fiction books, or magazines, read should deal with a subject related in some way to the shop subjects on the curriculum. A list of technical magazines in the school library should be available to the pupils. A list of magazines for technical courses is included in this brochure. Since there is a fairly high correlation between a pupil's reading ability and interest and his general progress in English, pupils should be encouraged to read in the

library or class-room. Weekly reading periods are recommended. When library facilities are inadequate, class-room library collections are recommended.

8. In deciding upon the core programme in English literature, teachers should give careful thought to the number of periods available for each phase of the work and the number of selections from texts should be chosen accordingly. Both the hurried and laboured treatment should be avoided. Selections in anthologies which are not chosen for class study may be assigned for supplementary reading.
9. A course in remedial and developmental reading is recommended for Grades 9 and 10 since improvement of reading comprehension is of prime importance in the achievement of objectives outlined for the English programme in this Branch. Pupils will continue this phase of their work according to progress made at the Grade 9 level. Teachers will consult the Grade 9 course of study and teachers of the Grade 9 classes of the previous year.

Pupils should be given many opportunities to read aloud, or take part in dramatic readings during the study of English literature. A good supplementary reading programme is also essential to the development of reading skills.

SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Composition and Language Study, Grade 10

Objectives already stated for the four-year English programme emphasize frequent, well-planned practice in writing for every pupil throughout the school year. Emphasis should be given to the development of the pupils' ability to express themselves clearly, accurately, and logically in both written and spoken English so that they may be understood by others.

Emphasis should be placed on speaking and writing with a purpose rather than on exercises in a textbook concerned with only the mechanics of expression. Especially in the lower grades the formal elements of composition must be shown to be of practical value. Application of classroom study to the pupils' practical needs is essential.

Emphasis should be placed on encouragement rather than on adverse criticism.

Each day's work should provide many opportunities for practice in careful speaking: all classroom answers; short reports prepared in relation to some topic in literature, (including historical backgrounds of stories and novels); reading related to a unit of literature; informal book talks or reports; making announcements to a class; report and discussion of a T.V. programme, or news event; other more formal oral assignments.

1. The Exploratory Composition

- (a) A composition to reveal the pupil's strengths and weaknesses, preferably based on his own experience, or on a subject of interest to the Grade 10 boy.

- (b) A discussion of the best of these compositions to stress qualities worth developing or emulating.
- (c) An analysis of common weaknesses to be avoided (common, serious errors only, in structure, grammar, spelling, and usage).
- (d) Revision of the composition, improving its style and correcting errors.

2. Oral Work

Only some of the oral work suggested will be covered in the fall term, the remainder being distributed through the second and third terms.

- (a) Oral reviews of books read outside the classroom.
- (b) Panel discussions on some topic of current interest, perhaps a movie, play, or television show, but if possible, a production that the whole class has seen.
- (c) Making announcements
- (d) A short talk on some subject of special interest to the speaker.
- (e) Introducing and thanking speakers.

NOTE: School activities will provide many opportunities for some of these topics. Classroom answers will play the most important part in developing good English expression throughout the year. Therefore, the teacher should insist on increasingly well-developed answers in all English classes and on clear, correct expression. The teacher should be the pupil's model of careful pronunciation and precise English.

Narration and Description

The writing of narration and description in grade 10 will be a further development of similar work in grade 9. This writing will be most successful if it is correlated with some of the short stories being studied in literature. Thus, the composition classes in narration and description should alternate with some of the first term lessons on the short story. Pupils tend to study an author's techniques with more awareness if they are trying for some of the effects that he is able to achieve. A full short story would be too ambitious at this point, but the pupils can attempt some of the following assignments, after studying appropriate model passages in the short stories.

- (a) Description of setting, striving for unity of impression and coherence of development.
- (b) Narration of an incident, emphasizing action and mood of excitement.
- (c) A passage of interesting dialogue which strives to achieve a definite effect, humour, characterization, or suspense.
- (d) Characterization achieved through description of the subject's appearance and actions.

4. Functions of Clauses

- (a) An analysis of clausal relationships in complex and compound sentences and practice in organizing thought by composing such sentences.
- (b) Combining simple sentences into complex sentences with emphasis on the use of different types of subordinate clauses, and of appositives and phrases (e.g., to reduce wordiness, to promote smoothness and variety of structure).
- (c) Emphasis on the power of subordinate clauses to qualify the meaning of the main clause to which they are related. This influence is most clearly demonstrated in the context of a developed paragraph rather than in isolated sentences.
- (d) Comparisons between effective and less effective structure in the pupils' own compositions, or in passages from books or news and magazine articles.

5. Grammar Review

This review will be organized around the needs of the pupils as revealed in day-by-day work. Topics which require continued emphasis will include the following:

- The Verb
- (a) A study of narrative or descriptive passages illustrating the vigour, life and interest which the well-chosen verb brings to writing.
 - (b) The writing of a story or description to achieve the above effects.
 - (c) A study of the use of transitive, intransitive, and copula verbs in the pupil's own writing.
 - (d) Attention to
 - (i) the principal parts of common irregular verbs
 - (ii) the agreement of verb and subject, including agreement with compound subjects and collective nouns.

- (iii) verbs frequently misused: rise, raise; sit, set;
lie, lay; borrow, lend; bring, take; teach, learn.
- (iv) basic uses of shall and will
- (v) avoidance of the double negative in speech and
writing
- (e) Verb tenses (active voice)
 - (i) purpose, to indicate time relationships
 - (ii) recognition and practice in using the tenses
correctly.
 - (iii) practice in relating an incident with attention
to clear tense sequence.
- (f) Pronouns
 - (i) correct use
 - (ii) practice in writing a short paragraph which achieves
coherence through pronouns, and which avoids inco-
herence by misuse of demonstrative or relative pro-
nouns e.g., this and that referring to a complete
statement; a pronoun not agreeing in person and
number with its antecedent.
- (g) Agreement between subject and verb, including compound
subjects and collective nouns as subject.
- (h) The correct use of conjunctions, subordinate, co-ordinate,
correlative.

NOTE: During the winter term in the writing and revision
of composition attention should be given to

- (a) the uses of the comma most commonly overlooked
by pupils at this time.
- (b) the use of the semicolon to avoid comma-splice
(other uses may be mentioned as the occasion
arises).
- (c) practice in punctuating and paragraphing dia-
logue (related to narratives read and written).
- (d) correct formation and use of the possessive
case of nouns and pronouns, e.g., its, it's;
omission of the apostrophe with possessive
pronouns).

- (e) correct use of the nominative case; as subject of verb, subjective completion of verb, nominative of address, nominative in apposition.
- (f) correct use of objective case: as direct object of a verb, indirect object of a verb, object of a preposition, objective in apposition.
- (g) the building of a larger and richer vocabulary.

6. Exposition

- (a) The expository paragraph developing in orderly sequence the key thought in the topic sentence. An explanation of processes studied in connection with pupils' shop interests should be included here.
- (b) Study of written paragraphs with emphasis on unity and coherence, clear, logical development of topic, and conclusion;
- (c) The writing of an essay of two to three paragraphs with emphasis on
 - (i) coherent development of the thought from one paragraph to the next, using linking words and a logical arrangement of details.
 - (ii) a conclusion which clearly sums up the main point of the essay.

NOTE: Topics should include shop interest, topics related to the course in literature and topics of current interest to pupils.

7. The writing of short reports and minutes of meetings.

8. Business letters and telegrams.

- (a) After studying some good sample letters, the writing of the following types of letter:
 - (i) a letter ordering goods
 - (ii) a letter of request
 - (iii) a letter of complaint
 - (iv) a letter of adjustment
- (b) Revision of each letter with special attention to tone, content and form.
- (c) A study of the telegram and practice in composing telegrams.

9. Word Study

(a) Practice in using the dictionary

- (i) as an aid to using words correctly and precisely
(and understanding differences of meaning between synonyms.)
- (ii) as an aid to correct spelling
- (iii) to enlarge the vocabulary as an aid to more interesting writing

NOTE: Refer to the study of the dictionary and vocabulary as outlined in the Grade 9 course of study for the Science, Technology, and Trades Branch. Lessons should be planned to provide continuity from Grade 9 and 10, and should be correlated with studies in both literature and composition.

Pupils should keep lists of words misspelled, and others commonly misused in their assignments or tests, in a separate section of composition and literature notebooks. Review of these words, and frequent short tests, will be more effective than formal spelling periods.

Constant reference to the dictionary should be encouraged until the use of the dictionary becomes a habit.

SUGGESTIONS TO THE TEACHERS OF GRADES 11 and 12

Since these two grades complete the secondary school course in English for the majority of students, the teacher has a particular responsibility in helping students to understand and enjoy good literature. Through the study of English literature pupils should also gain a broader and deeper understanding of life. A consideration of the ideas, intentions, and emotions of the authors whose works are being read will enable pupils to comprehend their actual or imagined experiences. Literary forms and techniques are to be studied in relation to their contribution to the total impression.

Students should develop enthusiastic and critical attitudes towards reading which will carry over into adult life. The increasing maturity and practical experience of students in the senior grades suggest that attention should be directed to good modern literature whose themes strike the students as adult, mature, and pertinent to twentieth century life. While suitable classics will still find a place in the course of study greater attention should be given to fostering an interest in reading through discussions based on good modern literature.

Emphasis is recommended on the wide use of audio-visual aids, such as -- recordings of plays, poetry and speeches, the tape recorder, films, pictures, newspapers, magazines, and trade journals in order to sharpen interest and curiosity and to stimulate critical thinking, reading, viewing and listening. See "Television and the Teaching of English" - Postman (N.C.T.E. - \$1.00).

Greater emphasis should be given in these grades to practice in oral communication. Since facility in oral expression is so important to future success, many varied opportunities should be provided to encourage pupils to express themselves with increasing confidence and fluency. Discussions of questions and arguments related to literature lessons, panel discussions,

papers, and reports on outside reading add interest, vitality, and effectiveness to the work in English and should be given greater emphasis in course planning.

It is assumed that much of the material in certain phases of the course, such as the novel, will be read at home before class study begins. This method will enable the teacher to discuss larger units of reading with greater profit to the class and to stimulate keen interest by a variety of methods such as those indicated in the preceding paragraph. Significant passages selected for re-reading and study in class will also be more readily appreciated.

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English Literature, Grade 11

A study of

- (a) A play by Shakespeare not previously studied (Julius Caesar, Macbeth, or Henry IV, Part I are most suitable).

- (b) A modern play, such as -

Voaden, Four Plays of Our Time, Macmillan

Parker, Disraeli, Copp Clark

Rattigan, The Winslow Boy, Book Society

Rattigan, The Adventure Story, Longmans

Shaw, Arms and the Man, Longmans

- (c) A collection of essays and stories, or a biography, or other thought-provoking book, such as -

Langford, The Open Window, Longmans

Gordon and Roebuck, Twentieth Century Prose, Clarke, Irwin

Scott, Scott's Last Expedition, Longmans

- (d) A collection of poetry which contains a good sampling of modern poetry - British, Canadian, and American. (Selections should be chosen carefully and may include a longer modern poem chosen according to the pupils' interest - e.g., a poem by Pratt, Frost, Birney, Sandburg). One or two smaller volumes of modern poetry (available in paperback) may be used in place of an anthology, or an anthology, such as -

Lewis, Poems Worth Knowing, Copp Clark

Langford, Grass of Parnassus, Longmans

Pratt, Ten Selected Poems

- (e) A novel, or novels, or book of travel or biography, such as -

MacLennan, Barometer Rising

Dickens, Great Expectations

Crane, The Red Badge of Courage

Steinbeck, The Pearl

Hilton, Lost Horizon

Nordhoff and Hall, Men Against the Sea

Stevenson, Dr. Jekyll and Mr. Hyde

Sir Ernest Shackleton, South

F. D. Ommaney, South Latitude

- NOTE:
1. Other titles for fiction, non-fiction, and drama are suggested under groupings in the Modern Literature option. Many of these may also be suggested for outside reading and comparative study related to oral and written work.
 2. The Course of study for Grade 11 English Literature and Composition is based on the time allotments suggested in Circular H.S. 1 -- six 40-minute periods, or seven 35-minute periods.

SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Composition and Language Study, Grade 11

The course in English composition should help pupils to make accurate observations, to organize ideas logically, and to express themselves clearly, correctly, and logically so that they may be understood by others.

Emphasis should be placed on speaking and writing with a purpose rather than on exercises in a textbook concerned with only the mechanics of expression. Each day's work should provide many opportunities for practice in oral and written expression.

In written composition a growing emphasis at this stage of the pupil's development should be given to care in usage. In addition the habit of a critical examination of usage in speech, and of the devices of persuasion, may be extended to an oral programme which includes a discussion of news, advertising, and world affairs.

Précis and comprehension work should form a substantial part of the course of study in each term in order to develop the habit of close concentration, to focus attention upon precision in wording, and to increase the pupil's awareness of the necessary connections between exact wording, accurate syntax, and careful reasoning.

Frequent, well-planned practice in writing throughout the school year is of supreme importance for an effective programme. Some of the writing will be related to the course of study in literature and to outside reading. Pupils should be encouraged to develop critical judgment through an appraisal of their own and others' writing with regard to specific qualities such as reader interest, clarity, unity, emphasis, and errors in faulty usage or spelling.

Report writing should be included in the work of both Grade 11 and 12 and should be correlated with the shop subjects of particular interest to a class. Good liaison between the shop teacher and the English teacher is very important to promote interest and effectiveness in this phase of the writing programme.

Some of the oral assignments will also centre around the shop interests.

Workshop methods, as compared with traditional classroom practices, may be sometimes be used to advantage.

The course in Grade 11 will be built to include the points of emphasis outlined in the preamble on page 109, and the following topics:

1. Paragraphs:

- (a) A study of paragraph writing in essays and newspaper editorials and the special techniques employed by good writers to achieve their purposes.
- (b) The principles of good paragraph structure and development, and the variety of treatment for special effect.

2. Précis and Comprehension

The principles of précis writing and practice in précis writing during each term.

Material chosen for précis work should be interesting and challenging, and should be related to trade and industry. Trade magazines often contain useful and interesting material.

3. English Expression

Regular attention to correction of faulty usage in written and oral assignments

- (a) The application of the principles of grammar and good sentence structure to achievement of correct usage and effective expression of thought. Attention to the correct use of prepositions, conjunctions and relative pronouns; introduction to the effective use of participles and gerunds.
- (b) Emphasis on a critical examination of usage in newspapers, magazines, books, and television programmes.
- (c) Punctuation - Further instruction and practice as is found to be necessary in relation to written work.

- (d) Sentences
 - (i) The effective subordination of ideas in subordinate clauses, appositives, participial and gerundial phrases.
 - (ii) The study of the emphasis, force and interest to be obtained through the knowledge and effective use of different types of sentences: loose, periodic, balanced; parallel structure.
 - (iii) The force and interest to be obtained through the use of effective comparisons - similes or metaphors.
 - (iv) The writing of definitions and concise explanations related to pupils' shop interests.
- (e) Vocabulary Study - Regular attention to the development of vocabulary in order to add precision, force, interest, and vitality to oral and written communication.

The study of vocabulary should teach the pupils to discriminate between appropriate and inappropriate diction for the occasion under discussion, and to admire clarity, conciseness, and sincerity of expression.

4. The Book Review

5. Short Essays and Editorials

- (a) The study of good essays, editorials, and other newspaper articles: the special techniques employed by good writers to achieve their purposes; methods of persuasion; the means used to achieve interest and force in a piece of writing, and smooth transition between sentences and paragraphs.
- (b) Planning and writing the short expository essay or editorial.

6. Oral Communication

A variety of oral assignments rather than the same type of assignment to each student, such as -

- (a) talks on topics of interest to students (many of which can be provided by the shop teacher).
- (b) announcements in class or assembly.
- (c) panel discussions related to the books being read for literature classes and for supplementary reading, or related to topics on other courses in which pupils are particularly interested.
- (d) reviews or reports of assignments made on samples of editorial writing (e.g., rival editorials on a single topic or event).
- (e) dramatic reading of scenes from plays studied
- (f) the use of the tape recorder as a means of improving the quality of written expression.

(g) introducing and thanking a speaker

(h) the study of the conduct of meetings and rules of procedure.

This variety of oral work gives an opportunity to stress the importance of good speech habits and vocabulary, and to help students develop confidence and poise. Stress on exactness and clarity in all classroom answers in all subjects should be continued.

Aspects of the oral programme will also give the teacher an added opportunity to stress the importance of critical listening.

7. Reports

Purpose, form, content; gathering information, recording observations for a specific purpose, and communicating salient ideas clearly and concisely; the use of illustrative material; shop directives; plant-visit reports, etc.

Reports may be written on a variety of topics but should grow out of the activities and interests of the class. For best results the teacher of English should consult with the teacher of the shop subjects on this phase of the writing programme.

Other references to report writing will be found on pages 90 - 91.

NOTE: A list of trade journals follows the outline of the course in Grade 12 English Composition.

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English Literature, Grade 12

tudy of

- (a) A play by Shakespeare, such as - Macbeth, Henry IV, Part I, Julius Caesar (if not chosen for study in Grade 11)
- (b) A collection of essays, or essays and stories, or a biography, or other worthwhile, thought-provoking book. Suitable anthologies of essays and stories include
Gill and Newell, Prose for Senior Students, Macmillan
Ross and Stevens, Man and his World, Dent
- (c) A careful selection of both longer poems and short poems from a large anthology or one or two smaller volumes. See suggestions made for Grade 11.
- (d) A novel, or novels, such as -
Dickens, A Tale of Two Cities
Orwell, Animal Farm
Wells, The Time Machine
Crane, The Red Badge of Courage
Paton, Cry, the Beloved Country
Koestler, Darkness at Noon
MacLennan, Two Solitudes
Steinbeck, The Pearl
Golding, Lord of the Flies
Waugh, Scoop
Waugh, The Loved One
Saroyan, The Human Comedy
Monsarrat, The Cruel Sea

- NOTE:
1. Emphasis on the study of essays, rather than stories, is recommended for Grade 12 students.
 2. A novel by Dickens, such as "Great Expectations" or "A Tale of Two Cities" is recommended as one of the novels chosen for study in either Grade 11 or 12.
 3. Titles listed for Grade 11 may be used in Grade 12.
 4. The course of study for Grade 12 English literature and composition is based on the time allotments suggested in Circular H.S. 1 - six 40-minute periods, or seven 35-minute periods.

SCIENCE, TECHNOLOGY AND TRADES BRANCH

English Composition and Language Study, Grade 12

The course in Grade 12 will be built to include the points of emphasis outlined in the preamble on pages 127 - 128, and to provide for continuity, growth, and development of topics according to the pupils' standard of achievement in Grade 11.

By the end of the Grade 12 year pupils should be able to think clearly and express themselves with exactness, clarity, and accuracy. Therefore, attention will be directed to the various aspects of writing, and formal textbook exercises on mechanics and grammar will be replaced by emphasis on individual correction and improvement of weaknesses in written assignments. Routine procedures should be avoided.

An appreciation of good prose will continue to play an important part in the development of good prose style.

The course should include the following topics:

1. Paragraph and Essay Writing

- (a) A development from topics on the Grade 11 course with continued attention to the principles of paragraph structure and development, effective sentence structure, diction, and correction of faulty usage.
- (b) Emphasis on essays of exposition.

2. Précis and Comprehension

Further study and application of principles, following closely the development achieved at the Grade 11 level.

Emphasis on exposition. Many of the passages chosen for précis work should be related to their shop interests, and should be interesting and challenging. Trade magazines often contain useful material.

- 3. This phase of the course will continue the work of report writing suggested in the course of study for Grade 11. Some of the topics for reports will be chosen after consultation with the teacher of shop subjects. Joint marking by the shop teacher (for content) and the English teacher (for standard of expression) is an effective procedure.

- (a) In writing a report the pupil should develop his ability to gather information, to record observations for a specific purpose, and to communicate the main ideas concisely and clearly to others.
- (b) The report should consist mainly of a summary of facts together with such observations, recommendations, or conclusions as belong properly to the matters presented. A good short report prepared in Grade 12 will usually be about two pages in length, although length will vary according to the topic.
- (c) It may be written on a variety of subjects, including plant-visits, shop directives, the study of a social or scientific problem, a report or analysis of a trade journal, and production reports, etc.
- (d) One of the reports written in Grade 12 should be a research report based on reading, and/or observation and investigation, and include a bibliography. Pupils require training in the use of footnotes and bibliography.
- (e) While the report must be essentially a piece of connected writing, it may include in tabulated form data necessary to establish statements or support opinions. It should provide information that is relevant, adequate, and accurate. A good report is factually reliable and meets the specific needs of the reader for whom it is prepared.
- (f) The quality of a written report will depend, among other factors, upon conciseness, orderly arrangement, definiteness of details, and the use of simple, precise, and literal language. In the writing of reports the pupil may secure valuable practice in using language effectively for practical purposes.

In addition he may be given oral practice in reading his report to the class or seminar group, and in handling subsequent question and discussion.

4. Logic and Argument. Written and oral work.

5. Business Letter-Writing

Emphasis on the letter of application - with and without the data sheet.

6. Oral Communication

As noted in the Grade 11 course of study a variety of oral assignments, rather than the same type of assignment to each member of a class, is recommended.

These may include introductions, votes of thanks, presentations, acceptances, interviews, debates, book reviews; other topics suggested for this phase of work in the Grade 11 course of study; rules of procedure in the conduct of meetings; problems of stating facts and grievances without provocative wording.

Since facility in oral expression and the development of confidence and poise are very important for the future success of Grade 12 students, the teacher should provide many opportunities to assist in the development of these qualities.

7. The Book Review

A written or oral evaluation of books or trade journals, or other material read as part of the independent reading programme.

8. English Expression

Regular attention to the development of vocabulary; accuracy in punctuation and spelling; use of the dictionary; correct use of grammar; correct and effective sentence structure; careful organization and presentation of thought.

NOTE: 1. Continued emphasis is recommended on the wide use of audio-visual aids, such as taped speeches, recordings, the tape recorder, and illustrative material to sharpen interest and curiosity.

2. A list of trade journals will be found on the next page.

Texts and Reference Books

Lists of texts will be found in Circular 14; other reference books are listed on pages 67 - 70.

MAGAZINE LIST FOR SCIENCE, TECHNOLOGY AND TRADES BRANCH

t indicates a magazine for teachers.

s indicates one for students.

Other titles are recommended for general use.

Art	The Arts Studio
Auto Mechanics	Automotive Trade Motor
Commercial	Journal for Business Education (t) Today's Secretary
Drafting	Architectural Record Canadian Architect Canadian Builder
Economics	Financial Post
Electricity	Electrical Construction and Maintenance
Electronics	Electronics World (t) Popular Electronics (s)
Home Economics	Practical Home Economics (t) Seventeen
Machine Shop	American Machinist Canadian Machinery
Printing	American Pressman (t) Canadian Printer and Publisher (t) Inland Printer and American Lithographer's Printing Magazine
Sheet Metal	Air Conditioning and Heating (t) Lincoln Stabilizer
Welding	Canadian Welder (t) Sif - Tip's
Woodwork	Deltagrams Home Craftsman Woodworker (both American and English)

Price lists may be obtained from Gordon and Gotch (Canada) Ltd., Wholesale News Agents, 244 Bay Street, Toronto.

TWO-YEAR PROGRAMME

The Two-year programme is designed to meet the needs of pupils in Grades 9 and 10 who will leave school at the end of Grades 10, or at age 16.

The chief aims of this programme are as follows:

- (a) To foster an interest in good reading through reading experiences which stimulate imagination and provide enjoyment.
- (b) To encourage self-discipline and the development of other good qualities of character.
- (c) To assist each pupil to achieve some measure of success, a factor which appears to be the greatest incentive to continued effort.

Courses in English should be designed to assist the pupil in the development of attitudes, skills, and work habits which will help him secure and retain employment.

- (a) To develop courteous attitudes towards others.
- (b) To develop the ability to express ideas clearly, courteously and concisely.
- (c) To grasp the main idea in a selection, trace the sequence of events, recall detail and make obvious inferences.
- (d) To form an opinion based on fact.
- (e) To train the mind in the neglected art of listening.
- (f) To follow directions.
- (g) To use a reference book.
- (h) To learn to use leisure time with pleasure and profit.

Suggestions to Teachers:

The above aims should be guiding principles both in the building of courses and in the approach to all phases of the work in English. Teachers should make their introductions to each new phase as interesting as possible and in lesson organization should make use of the wealth of audio-visual aid material now available.

A book of short stories, or other short prose selections, is suggested for study at the beginning of the fall term in order to capture the interest and attention of the pupils at the outset. The text can also be used as an exploratory device to discover the type of story which has the greatest appeal to the class.

A careful choice of literature texts will ensure interest and a vocabulary level suited to their comprehension. Some suggestions with regard to texts are included for each phase of the course. Before making a choice of the novel, it is advisable to check, if possible, their reading programme in Grade 8.

At least two thirds of the reading chosen for study in literature classes should be based on the contemporary scene.

In deciding upon a core programme in English literature it is also recommended that teachers give careful thought to the numbers of periods available for each phase of the work, and that the number of selections from texts be chosen accordingly. Ample time should be given to interesting features of a story which captures the pupils' attention, and less time to material which proves to be uninteresting. It is important to avoid the hurried treatment which discourages the pupil and lessens enjoyment and appreciation and, on the other hand, the laboured treatment which dulls the pupil's interest. Routine procedures should be avoided in all classes.

A routine approach to memorization should be avoided. The choral reading approach is usually more successful. Passages with good strong rhythms are recommended, at least for first assignments, and if the teacher wishes, some passages may be chosen by the pupils themselves. Memory work should never be assigned as a penalty.

A display of good, neat work on the bulletin boards is an excellent means of encouraging interest, improved attention, and better work habits.

Emphasis should be given to correct procedures, checking on small amounts of work, and a consistent demand that these assignments be well done.

Regular well-planned practice in writing answers to questions in English literature, and careful checking and correction of these answers, are essential to improved expression.

An additional set of prose books should be added to the English library as soon as possible so that the teacher may have plenty of interesting reading available for the classes.

The importance of encouragement of interest and enjoyment in reading is stressed under the heading "Supplementary Reading".

Many opportunities should also be given for practice in oral reading. The teacher should read to the class at times, after a careful preparation to ensure that reading is vital and as dramatic as the content demands.

Reading assigned for silent reading, or homework, should be directed by a few simple questions designed to aid comprehension and demand careful reading.

A remedial reading programme should be organized to improve comprehension and concentration. Three periods a week at the beginning of the term may be assigned to remedial reading work (such as Reading for Understanding--S.R.A.) which requires attention to details of sentences and paragraphs, and the time reduced after a reasonable length of time (1-2 months) to two periods and one period per week.

Supplementary Reading

Since the encouragement of reading is such an important aspect of the course, at least one period a week will be set aside for reading. Oral discussion, or recommendation, of books read should often be included in other periods as well. When a regular period is scheduled in the library, some selection of suitable books should be made ahead of time in order to assist these pupils to find interesting reading at their vocabulary level. In addition a classroom library of magazines and books suited to the pupils' level of interest and vocabulary is very helpful in encouraging reading.

When the classroom is used for supplementary reading periods, a selection of suitable books for the classroom library shelf may be made from the library beforehand. The same procedures for borrowing and returning may also be used to give pupils experience in such procedures.

Pupils should first be encouraged to read the books which interest them most. Although it is advisable, during the second and third terms, to recommend a variety of reading from the field of the historical novel, autobiography, travel, and drama, at first the teacher will be satisfied to see certain pupils reading all fiction. The important aim is to develop some interest in reading.

Although a set number of books need not be stipulated for these classes, most teachers aim for six books---three in the fall term and three in the winter term. Formal written book reports are not recommended. More effective methods of checking and encouragement include brief oral questioning by the teacher, short oral reports, brief book talks, (sometimes including a question and answer period) and recommendation by pupils of books which they have enjoyed. When book reports are written, they should be short personal reviews stating the pupil's reasons for recommending the book, or his criticism of it.

Good sources of supplementary reading material are listed in "Books for the Slow and Reluctant Reader"---Department of Education, and in publishers' catalogues. The pupils usually enjoy animal stories like White Fang, London and The Yearling, Rawlings; and Teen-Age Tales (Books 3, 4, 5), Strang-Roberts (Copp Clark), etc.

The encouragement of interest in reading through literature and independent reading periods is the prime aim of this course.

Courses in English for Grades 9 and 10 should include the following main elements:

1. A study of short stories or short prose selections, drama, poetry, and novels.
2. Interesting supplementary reading.
3. Remedial reading.
4. A composition and grammar course especially outlined to stress the basic fundamentals of sentence structure, paragraph writing, letter-writing, good usage, spelling and word study.

English Literature, Grade 9

(a) Selected stories or short prose excerpts from a collection, such as--

Scotland - A Mirror of The Times - Books 1 and 2 (Ryerson)

Colbert - Short Stories for Young People - Dent

Parker - Adventures and Escapes (Longmans)

In the study of prose the main emphasis will be placed on the understanding of plot and the pleasure to be derived from the elements of suspense, humour, and character, or simple description with its appeal to the senses.

Since most of the pupils will find difficulty with home reading assignments, most of the reading should be done in the classroom where the teacher can assist pupils to improve their oral reading and comprehension.

When home reading assignments are given, they should be short. A few simple questions to direct the reading are helpful.

(b) Selected plays from a collection of modern one-act plays, such as

One-Act Plays of Today - Clarke Irwin

Seven One-Act Plays - Longmans

In the study of drama, emphasis should be placed on dramatic presentation of selected, interesting scenes; simple directions with respect to staging and costuming; the ways in which a playwright achieves humour, mystery, suspense; and the ways in which these elements can be evoked in performance.

At the outset attention should be given to setting and characters, in order to establish them clearly in the pupils' minds.

Special attention should be paid to character revelation to help pupils read with greater interest and understanding and perhaps to understand themselves and others a little better.

(c) A collection of poetry

A careful selection of poems with emphasis on narrative poetry. Texts such as the following contain some suitable selections:

Rose and Jones - Lines of Action - Macmillan
MacDonald and Walker - Poems Chiefly Narrative - Dent
Kirkconnell - The Flying Bull
Ogden Nash - Nonsense Poetry

NOTE: Pupils enjoy writing short ballads, narratives, and short descriptive poems.

(d) A novel, or novels, such as --

Stevenson - Kidnapped
Trease - Cue for Treason
Masfield - Jim Davis
Hayes - Buckskin Colonist
Catherall - Land Under the White Robe (Dent)
Dix - Merrylips (Girls) (Macmillan)
Brickhill - Reach for the Sky
Ollivant - Bob, Son of Battle
Stevenson - Treasure Island
Serraillier - The Silver Sword (Girls - British Book Service)
Verne - Around the World in Eighty Days
Twenty-Thousand Leagues Under the Sea
Tarkington - Seventeen
Doyle - Sign of the Four
Rawlings - The Yearling

NOTE: 1. Stories of action, excitement, and romance with a good plot and uncomplicated backgrounds or difficulties of language are most successful.

2. Two books of completely different types are recommended for inclusion in the course in order that an abundance of interesting reading is available for class work.

3. The first few chapters will be read aloud by teacher and pupils until characters and setting are established and the beginnings of plot clearly established. Since most pupils read for the

superficial outline of the plot, by reading a few pages during the period, discussing these, and sometimes assigning a few carefully-selected questions, they learn to read with a purpose. As the study of the novel proceeds, certain key incidents should be read aloud by the teacher and pupils and discussion centred around these significant situations or characters. As previously noted, home-work assignments when given, should be brief. Most class periods should be organized to include reading, discussion, and a brief assignment on the day's work.

4. Selections from a book of mythology may be added to the course, for a good class, if the teacher wishes, provided that the language is simple. (e.g., The Great Adventurer - Albion - Meek (Macmillan),
Tales of the Greek Heroes - Walsh (Longmans))
5. Catalogues of paper-back editions are available from several Canadian companies including the following:
 - (a) Longmans of Canada - Paperback Division, 20 Cranfield Rd.,
Toronto 16.
 - (b) S.J. Reginald Saunders and Company, Ltd., 266 King Street, West,
Toronto 2B.
 - (c) McClelland and Stewart, Ltd., 25 Hollinger Rd., Toronto 16.
 - (d) Musson Book Company, Ltd., 103-107 Vanderhoof Avenue, Toronto 17.

English Literature, Grade 10

- (a) An anthology of short stories, such as --

MacGillivray and Willis - Invitation to Short Stories (Macmillan)
Smyth - Prose of Spirit and Action (Macmillan)
Finn - Modern Adventure (Longmans)
A collection from the Grade 9 list

- (b) A collection of scenes from Shakespeare, such as --

Peat - Presenting Shakespeare (Longmans)
Langford - Shakespearian Festival (Longmans)
or
Shakespeare - The Merchant of Venice
or
Selected plays from a collection of modern one-act plays.

- (c) A collection of poetry

A careful selection of poems with emphasis on shorter narrative poems.

Choice may be made from an anthology, such as --

Gill and Newell - Invitation to Poetry (Macmillan)
MacDonald and Walker - Poems Chiefly Narrative (Dent)
Diltz - Word Magic (McClelland and Stewart)

(d) A novel, or novels, such as --

Faulkner - Moonfleet

Orczy - The Scarlet Pimpernel

Twain - Huckleberry Finn

Shute - The Pied Piper

London - Call of the Wild

Williams - The Wooden Horse

Curwood - The Plains of Abraham

Other titles from Grade 10, Science, Technology and Trades Branch.

- NOTE: 1. Recommendations for the study of the novel are included with the Grade 9 course.
2. Experience has shown that scenes from Shakespeare, or The Merchant of Venice, may be taught successfully with better classes, if selections are not laboured and language difficulties are avoided.
3. The use of recordings and dramatization of chosen scenes should be an inherent part of lesson organization in order to stimulate interest and promote understanding. Stress should be on plot, character, humour, and any other outstanding element. Language difficulties should be played down and should have no part in examination questioning. It is suggested that this phase of the work be studied in the last term.

English Composition and Language Study

Grades 9 and 10

Aims

- (a) The chief purpose of this phase of the English programme is to assist pupils to communicate with others in clear, correct, concise, spoken or written English.
- (b) Constant practice in oral and written expression should be designed to help pupils achieve the following objectives:
 - (i) to give clear explanations and directions
 - (ii) to make clear summaries
 - (iii) to take part in orderly classroom discussion, to express opinions frankly and thoughtfully, and listen with tolerance and understanding to the views of others.
 - (iv) to read aloud clearly
 - (v) to listen with quiet attention in the classroom and at assemblies, meetings, and other gatherings.
 - (vi) to speak with respect and courtesy to teachers, parents, and other adults.
 - (vii) to extend sincere congratulations, regrets, or sympathy; to introduce and thank a speaker briefly and with reasonable fluency and ease.
 - (viii) to avoid crudities or illiteracy of speech.

Suggestions to the Teacher

1. The achievement of these aims requires constant, patient effort on the part of the teacher. Since pupils respond to praise and encouragement which helps to build self-esteem, the teacher should take every opportunity to encourage rather than criticize. Pupils should be made to realize that a mistake is not a crime, but a stepping-stone to improvement. They should be led to realize the dignity of honest effort in the expression of sincere thought and feeling. The wise and skilful teacher makes the pupil feel that what he has to say is important and that it is worth saying clearly and correctly. Good work should be continually displayed on bulletin boards.

2. Frequent, short paragraphs should be written on topics close to the pupils' experience. It is advisable to complete a unit of work, especially in Grade 9, within the period limit since pupils do their best work during the English period under the direction and encouragement of the teacher. Pupils should be taught to write to a definite person for a definite purpose. Emphasis is needed on exactness of thought and expression for clear communication. A system of writing-partners to read and give a grading to short paragraphs during the last five minutes of a period has proved successful in some classes.
3. Letter-writing should form an important part of the writing programme, with emphasis on the business correspondence which they will need to take care of their own personal affairs and the simpler needs of most jobs; order letters, letters requesting payment, letters of inquiry, complaint and simple adjustment; and in Grade 10 the letter of application. Pupils often show greater interest when they have a share in discussing the kinds of letters which they need to learn to write.
4. Correlation between the literature and composition courses may be achieved by short essay assignments (e.g., an essay on a character from the novel).
5. Work should be checked consistently to develop good work habits and stress the importance of completing an assignment. Insistence on good organization, neatness, and completing a piece of work to the best of a pupil's ability will be of utmost importance to these pupils for success in their future work.
6. The study of grammar must be integrated with the improvement of writing and oral expression if it is to be of practical value. Grammar lessons should, therefore, be motivated by reference to weaknesses in oral and written speech and should stress application rather than formal rules and terminology. The use of a pupil text is optional since texts contain many assignments and instructions unsuited to these pupils. Chapters 1-6, "Creative Composition" (Longmans) have been used successfully with Grade 9 pupils.

7. (a) Spelling and word study will receive attention throughout the year with emphasis on common errors in usage and spelling from assignments and on words met in the study of literature.
 - (b) The study of parts of speech, such as nouns and verbs, should be related to the study of colourful and forceful synonyms rather than to formal grammar exercises.
 - (c) Pupils should keep their own list of misspelled words from composition and literature assignments, or tests, in a separate section of the respective note-books. Short spelling tests should be given once a week with frequent repetition of the common errors and review of the correct use of troublesome words. A short unit--not more than fifteen words--may be assigned weekly, and a regular weekly dictation test given. The positive approach should be used in marking these tests, that is, credit should be given for each word correctly spelled rather than deducting marks for each error.
8. Neat handwriting and careful organization of answers should be stressed throughout the year.
 9. Since the development of facility in oral expression is so important to the future success of these pupils, a great variety of oral work should be included in the programme of each term. All phases of the study of literature, as suggested in the sections on drama and supplementary reading, afford many opportunities for stress on improved oral expression. A variety of oral work is suggested, rather than the same type of assignment to each student, interspersed and correlated with topics in both literature and composition.

Good oral communication should be stressed in all classes, and attention paid to the form of answers and questions in all subjects.

Aspects of the oral programme will also give the teacher an added opportunity to stress the value of critical listening.

NOTE: For the guidance of the teacher a suggested outline of work follows, the treatment of which must be based carefully on the above principles if the course is to be effective in improving expression and promoting improved attitudes to the study of English.

Grade 9

1. Paragraph Writing

- (a) Emphasis on the writing of summaries, explanations and directions
- (b) Cooperative planning of paragraphs, and simple stories, with the aid of the blackboard.
- (c) Development of topic sentences such as "My family sees three faults in me".
- (d) Reading of articles from newspapers and magazines with oral discussion and written summaries of the content.

2. Letter-Writing

- (a) Simple business letters: order, request for information, service, or payment, letters of complaint and adjustment.
- (b) The mechanics of good letter writing: the parts, punctuation, addressing envelopes.
- (c) The letter of invitation and thank-you letter.
- (d) Other business forms such as cheques, withdrawal and deposit slips, and receipts should be included if pupils are not doing this work in other classes.

3. Use of the dictionary: its importance and how to use it; alphabetical order; word study and spelling.

4. The Sentence

- (a) Recognition of the sentence as a complete thought with subject and predicate, as opposed to the sentence fragment or the run-on sentence.
- (b) Recognition of phrase, principal and subordinate clause.
- (c) The combining of simple sentences into compound and complex sentences.
- (d) The effective use of descriptive words--adjectives and adverbs.
- (e) Vigorous verbs as an aid to effective sentences.
- (f) The use made of different kinds of sentences--in statement, question, command, exclamation.

5. Faulty Usage

Emphasis on elimination of crudities of grammar and errors in diction as observed in oral and written work. (See point 6 above).

- (a) Agreement of subject and verb
- (b) Correct use of pronouns as subjects, objects of verbs and prepositions
- (c) Principal parts of common, irregular verbs
- (d) Simple tense sequence
- (e) The double negative
- (f) Troublesome verbs
- (g) Slang, acceptable and unacceptable
- (h) Correct comparisons of common adjectives and adverbs
- (i) Correct use of troublesome prepositions, e.g., in, into; off, of; between, among; troublesome verbs--e.g., teach, learn; borrow, lend; lie, lay; bring, take.
- (j) Singular and plural forms
- (k) Use of the apostrophe to show ownership
- (l) Capitalization and simple punctuation (period, question mark, exclamation mark, simple uses of the comma for clarity in reading).
- (m) Proper use of abbreviations, such as--Dr., Rev., Esq., etc.

6. Spelling and Word Study

Recommendations are outlined in point 7 above.

7. Oral Work

A variety of oral work, as suggested under the heading "Oral Communication" above, such as---

- (a) Book talks
- (b) Review or reports of assignments made on newspaper reading
- (c) A discussion of the merits and weaknesses of specific television programmes with the purpose of developing discrimination and good taste in television viewing
- (d) Class announcements
- (e) Dramatic reading and reading of stories studied in literature classes

- (f) Tape recordings of scenes presented, or of talks
- (g) Discussions related to some phase of school life, or topics related to shop subjects, or other topics in which individual pupils are particularly interested.
- (h) The conduct of meetings (e.g., on current school problems).
- (i) Introducing and thanking speakers
- (j) Introducing friends to parents; teachers to parents.

Grade 10

The course in Grade 10 will be planned according to progress made in Grade 9, and should give careful emphasis to recommendations made for effective teaching of each aspect of the work.

Writing assignments will give emphasis to the further development of topics suggested in the Grade 9 course, and to exposition. The letter of application will be added to the course in letter-writing.

The study of literature and composition should again be related in as many ways as possible in both oral and written work.

At least one period a week should be devoted to supplementary reading, some of which may be related to shop interests. Remedial reading will be continued from the point of development reached in Grade 9.

FOR PUPILS WHO HAVE BEEN TRANSFERRED RATHER THAN PROMOTED TO A SECONDARY SCHOOL, THE COURSE IN ENGLISH WILL BE FOUND IN CURRICULUM RP 35, THE DIVERSIFIED OCCUPATIONAL PROGRAMME

THE ENGLISH COURSES OF THE ARTS AND SCIENCE BRANCH OR THE BUSINESS AND COMMERCE BRANCH MAY BE SELECTED IF PUPILS IN THE HOME ECONOMICS OR ART COURSES ARE TAUGHT SEPARATELY.

